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ABSTRACT

This practicum paper describes a training intervention project that was designed to improve classified employees' personnel selection and problem-solving skills. The project addressed the following personnel issues: legal issues of employment, critical thinking, job analysis, selection style, interviewing techniques, and employee induction. Fifteen head custodians from a Florida school district participated in a 6-week training program to decrease the probability of illegal hiring practices among entry-level managers. Methodology involved a needs assessment survey and pre- and post-test surveys. Upon completion of the program, participants demonstrated a strong growth in their knowledge of personnel selection and problem-solving, and a positive attitude toward the change in personnel-selection process and problem solving. The training program will be extended to other groups, such as personnel administration. Appendices include a trainer's guide, sample memorandums and letters, a certificate of completion, evaluation materials, and program handouts. Eight figures are included. (Contains 38 references.) (LMI)

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THE DEVELOPMENT AND IMPLEMENTATION OF INSERVICE MANAGEMENT TRAINING FOR ENTRY-LEVEL CLASSIFIED PERSONNEL: PHASE ONE-PERSONNEL SELECTION

by

Mark A. Munas

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A Practicum Report

submitted to the Faculty of the Center for the Advancement
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ABSTRACT

The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One - Personnel Selection.
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Descriptors: Staff Development/ Personnel Management/ Training/ Learning Styles/ Adult Learning/ Supervisory Training/ Management Training for Classified Supervisory Personnel

The lack of personnel selection training opportunities for school district non-instructional or professional-technical employees involved in the employment process was addressed by the implementation of a multi-faceted training program designed especially to meet their special needs. The program design employed a number of personnel issues including legal issues of employment, critical thinking, job analysis, targeted selection style interviewing techniques and employee induction. Issues which were examined in training design were adult-learning, learning styles (modalities) and effective inservice design. An important consideration in total program design was the development of training materials which were not dependent upon trainer knowledge, but on the strength of program resources.

The results of the implementation indicated strong growth in the target groups' knowledge of both personnel selection and problem-solving. Additionally, results also displayed a positive change in participant attitude relative to the personnel selection process and the use of problem-solving as a management technique. A determination was made from an analysis of program outcomes that the training program would be extended to groups outside the initial test group, and that subsequent training in personnel administration would be modeled after the personnel selection design. Appendices include a trainers guide/script, sample memorandums and letters, a certificate of completion and evaluation materials. An attachment of the program handouts is also included.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it was necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in hope that my work, presented here, will earn similar respect.

student's signature

Permission is hereby given to Nova University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the costs of duplicating, handling and mailing of the materials.

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CHAPTER I

Purpose

Background

The site chosen for this practicum was a medium sized school district located in the Central Florida area in close proximity to the Walt Disney Entertainment Complex and other Central Florida tourist attractions. The district services students in an emergent suburban setting which has undergone significant change over the past two decades. Prior to the construction of the Walt Disney World in the early 1970's, the area was largely rural-agricultural. Subsequent construction and expansion in the tourist industry have brought about significant growth in both the population and the service industry.

Demographic data for the district shows nearly a 300 percent increase in student enrollment in the less than two decades since the opening of Walt Disney World. As a result, the district has been forced to construct a number of new schools. In fact, the district has doubled the number of facilities in the last fifteen years. Department of Education data indicates that the site district had the State's fastest growth in the period 1988 to 1992. (News Gazette, 1993:A9) At present, this population trend shows little sign of lessening; current projections for enrollment based upon birth rate data and in and out migration patterns show no sign of decline at least until after the turn of the century (Farrell, 1992b).

Staff size has also increased significantly though disproportionately. In the same period from 1979 through 1993, staff size increased 314 percent while student enrollment increased only 252 percent. Much of this disproportionate growth can be associated with an educational movement in the late seventies and early eighties to add a number of special programs and services to the schools. Programs such as PREP, PRIME , the Beginning Teacher Program and the Occupational Specialist program all contributed to the addition of personnel (Farrell, 1992b). Recent budget difficulties have threatened the continued growth of staff. Cuts have been made at all levels, although the target district continues to be one of the few districts in the state which continues to recruit and employ a large number of new staff members each year. This is due to a great extent to the district's planning and a reserve fund. As a result, the target district faired better in the recent budgetary crisis than any surrounding county.

Demographic data also indicates a considerable change in the make-up of the student body. In 1985, the student body was primarily white, non-hispanic (85.10 percent); minority groups comprised less than fifteen percent of the total schools population. Seven years later, the minority population has more than doubled. Currently, white non-hispanics comprise only 64.7 percent of the total district population. Hispanics make up 21.30 percent. The African-American population is 8.9 percent and Alaskans, Indians, Asian and Pacific Islanders constitute the remaining 2.8 percent. Staff demographic for the district show whites comprise 84 percent of the population, while African-Americans and Hispanics represent 5.19 and 10.41 percent respectively. Other groups constitute less than one-half of one percent. (Vogel, 1992)

Preservice requirements for instructional and administrative personnel are consistent with the state requirements for certification and employment. Classified positions in the target site require a minimum of a high school diploma, but individual positions - particularly those in the professional/technical realm - may require additional qualifications both educationally and professionally.

The practicum author is currently employed in the office of Staff Assessment and Development as a resource teacher - a position created in 1991-1992. In this position, the author's primary responsibility is the coordination and implementation of the district's Professional Orientation Program a program designed to provide support to teachers in their first years of teaching in Florida. In addition to the responsibility for the Professional Orientation Program, the author is also charged with the responsibility of organizing and promoting inservice education for non-instructional classified employees. In this role, the author is responsible for the development of new programs, the acquisition and scheduling of workshops, selecting presenters and the coordination of workshop materials and sites. Because funding for non-instructional inservice education is not earmarked by the State - districts may chose to provide training, but are not required. Inservice education for classified employees has historically been limited to clerical workshops which are part of the District's career ladder program or food service workshops for cafeteria workers. While classified employees serve the District in a number of management roles - most notably cafeteria managers, head custodians, records and office supervisors, etc. - management training programs have been all but nonexistent at this level. Management training has been made available to both the administrative and instructional personnel in the district.

The target district enjoys a high level of participation in inservice training by its employees. In fact, the district has shown an 82.85 percent increase in staff development participation hours over the last two year period. (See Figure 1.1) Growth occurred even in a period when funding for travel and workshop registration was completely suspended by the target district school board. Growth in that year, 1991-1992, was up over 51 percent from the previous year. Certainly a factor in the phenomena of growth and participation in inservice training is the target district's inservice incentive program. This program, the only one of its kind in the state, pays employees up to $1000 annually for participation in training. (Inservice Component Completion Data, 1989-1990, 1990-1991, 1991-1992) (Master Inservice Plan, 1992).

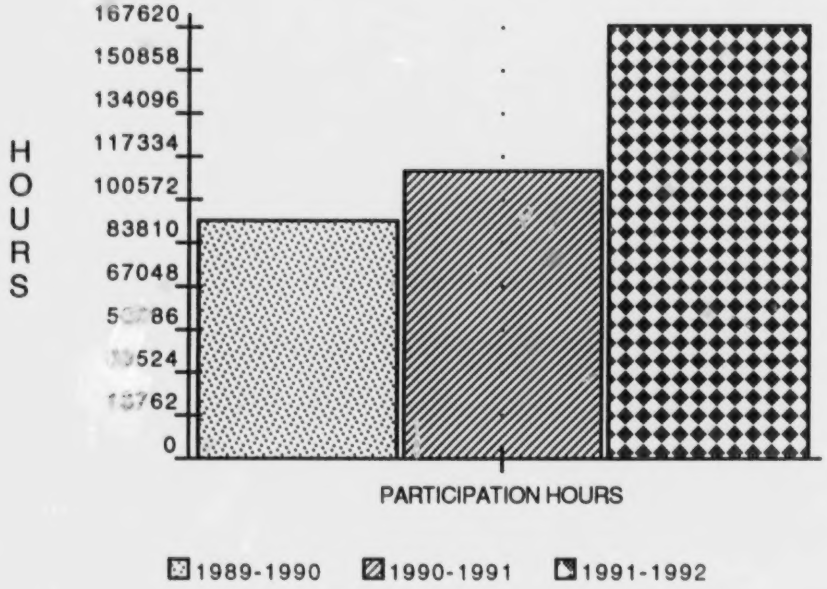

Figure 1.1
STAFF DEVELOPMENT GROWTH
TARGET DISTRICT
1989-1992
(Vogel, 1993)

In a comparison of inservice participation by surrounding districts, statistics indicate that the average participation in hours by employees of the target district are more than twice that of the surrounding districts. (See Figure 1.2) This, in consideration of the relative size of the surrounding districts - one has nearly six times the number of employees while the other has more than twice, is significant. And, such statistical evidence would further indicate a employee base which is highly receptive to staff development.

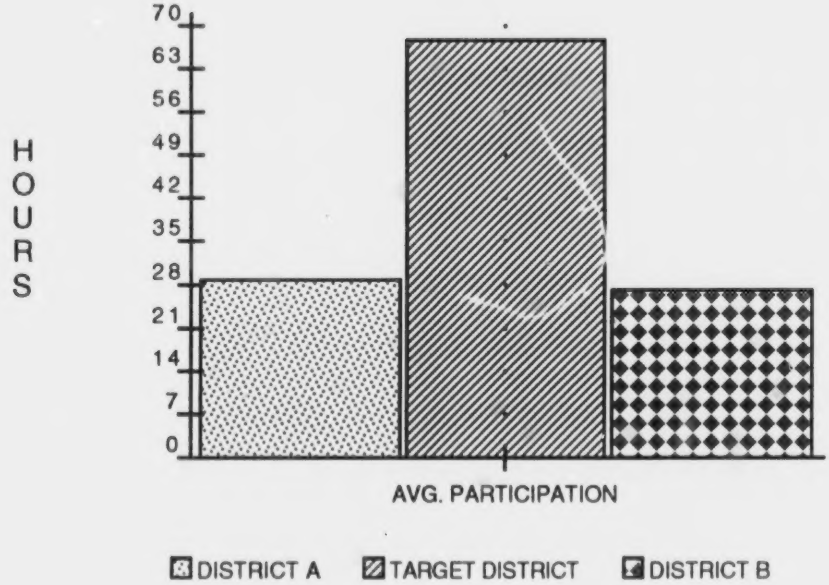

Figure 1.2
SURROUNDING COUNTY COMPARISON OF AVERAGE HOURS
OF STAFF DEVELOPMENT PARTICIPATION
1991-1992
(Vogel 1993)

Problem Statement

> A man to carry on a successful business must have imagination. He must see things as in a vision, a dream of the whole thing.
>
> — Schwab (Instant Library, 1991)

As we move toward a combination of the management philosophy of Deming and the quality philosophies of Glasser, schools begin to take on the illusion of a business -- serving the diverse interests of a multifaceted client base of students, parents and community. The human resources management facet of businesses mirrors that of the school district. Each is endeavoring to match the perfect applicant with an identified employment need. The site district is the single largest employer in the county in which it resides, and school districts in the area easily account for positions in the top ten employers in the region even in light of the tourist industry and a major defense plant. (Ferrell, 1992b)

Major growth in the site district has impacted the employment picture greatly. Gone are the days when, as a personnel records supervisor stated, " the Assistant Superintendent for Personal and Administrative Services interviewed every applicant in the district." (Miller, 1992) With the more than 2400 employees, the task has become unmanageable for one individual. This situation has mandated a larger participation in the employment process. With the advent of school based management, this participation has grown significantly to include teacher committees and non-instructional or classified personnel. The involvement of non-administrative personnel in the personnel selection process will require further examination of the current and future impact. For the purpose of this study, the author will only examine the nature of the circumstances of personnel selection as it relates to the classified personnel involved in the process. The study will be particularly concerned with a subgroup of the site district's non-instructional personnel called the professional-technical staff.

The professional technical or pro-tech staff is comprised of approximately one-hundred employees. (The larger non-instructional staff consists of about one-half of the district's nearly 2500 employees.) A large number of these pro-tech employees are supervisors of other non-instructional personnel. Position titles include: Head Custodians, Food Service Managers, Records Supervisors, Staff Development Assistants, and department supervisors. This group of entry-level managers is relatively new to the district and have not been afforded the same training opportunities as other groups according to Miller, Records Supervisor for the site district. (Miller, 1992)

Miller noted in an interview that as the site district,

> moves toward a school based management system, these pro-technical employees have been asked to perform various parts of the management functions. The "buzz" word seems to be empowerment and these individuals have been "empowered" to take on added responsibilities with no additional pay and no additional training. There is a clear deficiency between the expectations of the administration and the skill level at which the job is being performed.

The new responsibilities, according to Miller, often depend upon the administrator supervising the professional technical employee. These responsibilities are usually implied rather than assigned, and my include: "subordinate interviews, providing documentation for terminations, completing performance appraisals, scheduling work loads and .... budget activities." (Miller, 1992)

In an needs assessment survey (Appendix A: 58) sent to professional-technical employees by the office of Staff Assessment and Development in the spring of 1992, more than forty percent of the 47 respondents in the subgroup identified "Interviewing Techniques" as a type of training they needed. Of the items which remained on the survey, items related to management training received the highest responses -- varying from a low of 36.17 percent to a high of 48.94 percent. (Other Needs Assessment, 1992)

The training issue began to be verbalized by professional-technical employees at about the same time related grievances began to surface in the Personnel Department. Several grievances which "were filed during the school calendar year 1991-1992" were "directly related to the lack of training in cultural diversity, equity issues, knowledge of the Americans with Disabilities Act, and management skills." (Miller, 1992) Clearly, this would support a claim that a deficiency exists between what should be and what in reality exists in the target district.

In addition to the claims of an increase in employee grievances, Apfelbaum, Position Control Supervisor for the site district, also ties the lack of management skills in the target population to a high percentage of turnover in the labor force during the initial year of employment of employees supervised by this group. According to Apfelbaum, this further contributes to the higher cost of unemployment, an increase in on-the-job injury due to increased workloads on existing employees and lower staff morale. This being based upon exit interview data, employee turn-over reports and labor costs figures. (Apfelbaum, 1993)

According to Smallwood, Director of Strategic Planning and Accountability - the former Personnel Director for the site county, the district has recognized a need for some type of intervention to strengthen the skills of classified employees in the area of management. It was noted that at least one department within the site district has done some management training, but there has not been any effort to require either more qualification of applicants or to develop a program of training for all classified entry-level management personnel. The site district, according to Smallwood, would be receptive to such a program. (Smallwood, 1993)

Further examination of our target group shows that in a recent telephone survey of school administrators (Appendix B: 61), twenty-two of the twenty-three schools in the site district utilize the school's head custodian in the personnel selection process of new custodians. At least one site utilizes the head custodian exclusively to interview custodial applicants. It should be noted that the school which does not involve the head custodian does not do so, according to their spokesperson, because of an administrative perception that the individual in the position lacks of the knowledge and judgement to effectively perform that function.

A study of the job requirements and job description (Appendix C: 63) for the head custodial and assistant head custodial positions shows no requirement of previous management experience, knowledge of the employment process or management training. These items are not even included in the "desired qualifications" for the position. The job description merely requires that an applicant have a high school diploma or its equivalent, a knowledge of cleaning, and the ability to coordinate the work of others. Other supervisory positions are consistent to some degree with the analysis established here for custodial supervisors. (Non-Instructional Job Description Handbook, 1992: 10-11)

Additionally, in three of four separate reports submitted to the site district School Board at a special session on the contracting of outside custodial management services, cited management training for current custodial supervisory personnel as a priority for the district. Retention of current supervisory personnel by the outside groups would be contingent upon their compliance with management standards established by the outside firms. (Miller 1993)

The need for some type of intervention has been recognized and documented by employees in the site district, the target group, outside management studies and by district administration. It is clear that a discrepancy exists in the current situation within the site district; this discrepancy is one in which employees have been placed in managerial roles, but have not been given adequate training. In order to operate efficiently and within the confines of the law, each employee in a management role in the site district should be trained to handle the responsibilities that their position requires.

Outcome Objectives

Research indicates that managers with a lack of training or knowledge in the personnel selection process can have severe legal impact on the employee organization. Unlawful questioning or discriminatory hiring practices can have a financial impact both in terms of federally imposed fines and legal fees arising out of litigation. (Rebore, 1991: 340-342) The purpose of this practicum was to provide a training intervention which would diminish the probability of illegal hiring practices among entry-level managers in the site district.

In addition to the introduction of personnel selection training, an element of problem-solving was also introduced. This element of training implanted the seed of the scientific problem-solving method, as well as, methods for brainstorming and the application of critical thinking in the workplace. The intent of the practicum author was to establish the following objectives to be accomplished over the twelve week implementation period:

1. After participation in personnel selection portion of the management training program, 70 percent of the target group, entry-level classified managers, would demonstrate at least a 20 percent increase in competency as measured by a comparison of pre-test and post-test results on the personnel selection knowledge portion of a test (survey) created by the practicum author. (Appendix D: 66) For the purpose of this objective, the criteria for increased competency is a comparison of scores for correct responses for test items.
2. After participation in the training program, 75 percent of the target group will be able to demonstrate a 25 percent increase in knowledge relative to identifying the steps of the scientific

problem solving method as measured by pre and post-test results on the problem solving portion of the author generated skills test. (Appendix D: 66) For the purpose of this objective, the criteria for increased knowledge will be a comparison of scores for correct responses for test items.

3. In the site district, 70 percent of the focus group (workshop participants) will possess a higher comfort level regarding their role in the personnel selection process as a result of the implementation of the solution strategy. This objective will be measured by comparing the pre-test and post-test results on the attitudinal portion of the author created survey. (Appendix D: 66) The criteria for the measurement of change in participant attitude will be at least a one point increase in positive change as measured on a Likert scale on the pre and post-testing instrument. Overall success for this objective will be evaluated in terms of an increase shown on at least 50 percent of the assessment items.

CHAPTER II

Research and Solution Strategy

> Knowledge is the small part of ignorance that we arrange and classify.
> — Bierce (Instant Library, 1991)

Perspectives

Research of the problem in the site district identified a challenge of a rather complex nature. Regulations arising out of federal legislation such as the Civil Rights Acts of 1964, current disabilities legislation and Chapter 231 of the Florida State Statutes, place employers in a position of great legal liability. This is further complicated by a populous that is becoming increasingly litigious in nature, and as a result, schools are involved in more litigation. (Rebore, 1991: 335) The problem, as identified, is a lack of knowledge specific to guidelines and regulations affecting the employment and supervision of employees by classified personnel in managerial or supervisory roles. Thus, the probability of increased legal liability by the inclusion of the target population in the employment process is certainly a factor the site district cannot ignore. And, with the trend toward school-based management, the problem will only increase in intensity.

In examining possible solutions to the problem, the author was compelled to question what options, if any, existed for this emergent need. The simplest and least costly solution, at least on the face, would be to change the job descriptions of identified supervisory personnel to reflect a required qualification that the applicant have managerial experience or have additional training or education in the areas of management and supervision. This may require that the pay level be adjusted, and would only be a long term solution. It may take a number of years for incumbents to leave, and thus, be replaced with new employees meeting the higher level of qualifications. (Apfelbaum, 1993)

As educators, our first inclination is to suggest that the target group be further educated. The possibility of college coursework does at first seem attractive. The cost, bourne by the individual, is both tax deductible and partially reimbursable through the inservice salary incentive program provided by the target district. (Inservice Guide, 1992: 4-7) But, the incentives and possible deduction (the applicability of a tax deduction would be based upon the individual's total tax picture, and may not be available to everyone. Under current policy for the site district, the cost of college coursework could not be paid by the district. (Cherry, 1992)

Businesses, which must also comply with government regulation and non-discriminatory hiring practices, as well as other mandates for additional education, often rely upon professional human resource development firms. These firms, such as Pryor Productions, CareerTrack and Bob Pike Seminars, provide training to businesses whose limited size precludes their having an in-house human resource development department. These firms also cater to the video and audio tape market, and often offer training, which based upon economies of scale, would be cost prohibitive to businesses. The cost for such services is often quite high. The cost of two video tapes on interviewing skills is a mere $1290 from American Media Incorporated. (American Media Incorporated, 1992) A live presentation on managerial skills, for example, presented by Dun and Bradstreet Business Education Services is $165 per person (a discount of $30 will be made for multiple enrollments). (Dun and Bradstreet Business Education Services, 1991). The training sessions are offered throughout the United States in major cities, and usually in the Orlando area one per year.

This raises an issue concerning cost. The State of Florida clearly provides a system of training for teachers and administrative personnel through F.S. 236.0811, F.S. 231.087 and the Teacher Education Center Act. Funds for these purposes are earmarked from the state and are governed and accountable through annual reporting to the Department of Education. (Florida School Laws, 1991: 124 and 241) Funds for the training of non-instructional support personnel are determined by the district as a portion of the total staff development budget process. It is conceivable that a district could fail to provide any funding at all for inservice training of classified employees. In light of this, the site district has allowed for a $5000 training budget for non-instructional personnel of which a individual may request $50 to cover all or a part of registration fees for workshops or seminars, as well as, any fees for travel, meals and lodging. Current budget figure indicate that the site district has already exceeded the projected budget by nearly $700 as of January 31, 1993. These funds are exclusive of funds given to the schools for school-based staff development purposes; although, few of the school-based dollars are expended on non-instructional personnel. (Cherry, 1992)(BD 505, February 4, 1993)

Faced with budgetary constraints which effect the entire state and to some degree the entire nation, it is unlikely that the state will pass legislation similar to that for administrators (Florida School Laws, 1991:124) for a management training program for non-instructional support personnel in management roles. And, even if such legislation was to be passed, it would need the force of funding and a vehicle for districts to be accountable for the funds. In reality, the solution must come from the district and with little dependency upon funding. Since the district has a training and development staff already in place, personnel professional upon which to rely as consultants, and if the cost of training can be kept minimal, the best possible solution providing the limitations would be to produce the training in-district and facilitate it using professionals from inside the site district.

Staff Development

The decision to offer in-district staff development is really not based upon choice so mush as reality. The process of developing a staff development program is multidimensional. Even the experts on staff development do not agree on the best methods. Ann Lieberman and Lynne Miller, the editors of one of the leading publication on staff development - Staff Development for Education in the 90's, state that they "believe that no one theory or set of ideas is sufficient to mount a successful staff development program...." because no single approach can measure of account for all of the "important perspectives." Also, it is interesting to note, that this book does not even mention classified employees or inservice training for this vital group of school employees. (Lieberman and Miller, 1991: vii)

Unquestionably, an effective staff development program must be based upon research proven techniques and topics which are tied to an identified need. (Pryor, 1991:2-10) The first of these concerns, proven techniques, encompasses a wide variety of elements. Perhaps of primary concern is the demographic make-up of the target group. Adult learners have very unique learning characteristics. Pryor and Associates identified a number of elements which are unique to adult learners; some are: a decline in short term memory, but increase in long term memory at approximately age 35, vision and hearing begin to decline at this age (35), the energy level is lower, fluid or categorized learning decreases as conceptual learning remains constant, there is an increased reliance on experience as a element of the learning process, and learning style differences are more pronounced among adults than among children. (Pryor, 1991:10) In addition to the elements identified by Pryor, Oja also notes that the age factor is important because different age ranges represent differing commitment level and job perception levels. (Oja as quoted by Lieberman and Miller, 1991:37-60)

Another element of the training development process is assessing the stage or stages of learning of the participants. Much like the determination of entry-level skill or learner state which research has determined to be an effective educational practice (FPMS, 1991:18-25), the determination of learner state allows the trainer or educator to provide instruction which is consistent with the learner's stage of awareness -- this is similar to the research conducted on metacognition where at the highest level we are said have to be unconsciously competent. Once the style is ascertained, the trainer must then match the presentation and the presenter's role in the training to the participant (See Figure 2.1). (Pryor Seminars, 1991:15-16) It would be very difficult to preassess the level of the group before the actual training unless a pre-test or previous knowledge of the participant group was available. (Pryor, 1991b) To better incorporate this strategy into the practicum project, the author will utilize a pre-test/survey (Appendix D: 66) to assist in the determination of learner state. While this is not an absolute indication of learner state, it will provide a basis to begin the assessment process.

TRAINEE LEVEL	TRAINER'S STYLE	ROOM DESIGN
UNCONSIOUS COMPETENCE • Unaware • Unable	INSTRUCTOR - • One Way • Directive • Show/Tell • Associate	Classroom Style
CONSCIOUS INCOMPETENCE • Aware • Unable • Awkward Stage	COACH - •Try • Feedback •Create Success • Redirect/Correct	U-Shaped Half Round Conference
CONSCIOUS COMPTENCE •Aware/Able •Thinking	FACILITATOR - •Practice •Feedback •Monitor	Round Table Break-out Rooms
UNCONSCIOUS COMPETENCE • Habit Level • Little to no thought	CONSULTANT • Delegate • Answer Questions	Complete Square Complete Circle Independent Study

Figure 2.1
TRAINING FORMAT GUIDE
(Adapted from Pryor, 1991:16)

In addition to the physical characteristics of adult learners and their learning stage, Ittner and Doud identify other elements of learning which are characteristic of adult learners. Adult learners, they point out in their Train-the-Trainer guide, want learning to be applicable to their job, that is should also includes a forum within the training for their input and that of their colleagues, and the training must be presented in a non-threatening manner. (Ittner and Doud, 1988: 2-8 - 2-10) Because

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this practicum deals with management skills inherent to the job it has real application for participants, but participant input will need to be derived through role-play, group activities and discussions within the training itself. This factor will weigh heavily in the small group sessions such as interviewing, problem-solving and decision-making. The importance of this interaction is consistent with the research on group process skills development conducted by Trenta and Marmaduke in their studies on a leadership and assessment program for preservice administrators. (Trenta and Marmaduke, 1988: 34)

After understanding the differences which exist between the adult and child learners, research indicates that the next step in the process of training development is the identification of learner objectives. (Ittner and Doud, 1988:4-1 - 4-11)(Pryor, 1991:13) These objectives stated in behavioral terms state for the learner what they should be able to do as a result of the training. Here again, research on teacher behavior indicates that teachers who "state objectives in advance, ... strive to maintain a lesson that will enable them to attain the objectives they have set." (Zahorik as quoted by FPMS, 1991: 24) Thus, the practicum project will incorporate this item into the training design; the behavioral objectives will be tied to the identified needs of the participants. (Appendix E: 72)

The next step in the training process is the identification of training content. (Ittner and Doud, 1988: 5-1) In establishing the need for training, the content was also identified. Interviews conducted with personnel supervisors, and the Director of Facilities Services identified the greatest training needs of the target group to be: interviewing skills, equal employment opportunity guidelines, the Americans with Disabilities Act, second interviews and narrowing the candidate field, sexual harassment issues, targeted selection, problem-solving and employee induction. (Apfelbaum, 1993) (Miller, 1992) (Osterhaus, 1993)

The next step in the training development process is to identify the methods to be used in the training. As was addressed earlier, the adult learner has a more distinct learning style. Yet, an alarming number of teachers at the secondary and post-secondary level still rely on lecture as the sole delivery style for instruction. With this in mind, the modern educator must ask: "is this the best method for increasing student achievement?" Research tells us that it is not. What it does tell us is that children, as well as, adults learn in different ways, and "learning differences are not tied solely to ability." Adults, as well as children, differ with respect to their style of learning. (Sternberg, 1990:366).

A great deal of research has been done in recent years in the area of learning style. The term "learning style" may best be defined as the set of stimuli under which a student learns best. Perhaps the most often noted is that of Rita and Kenneth Dunn. (Dunn, 1989:15) This theory of learning style is based upon five conceptual stimuli: environmental, emotional, sociological, physical, and physiological. Each stimuli may be further sub-divided into component parts or elements.

The environmental concerns deal with the learner's adaptation to the physical environment of the classroom (i.e., furniture, sound, light, and temperature). For example, accommodating the environmental preferences of a learner within a classroom may be as simple as providing two learning environments within the same classroom. The traditional classroom would be divided into a structured classroom setting (desks in rows) and an informal setting (pillow or a carpeted area). In many instances, a carpeted area already exists, but is not being utilized to meet learning preferences. Many learners will also display preferences for the presence or absence of sounds during study, as well as, for the degree of lighting and the temperature of the learning environment. (Brunner and Majewski, 1990:21-23).

Emotional stimuli deal with motivation, responsibility and persistence. As an example, an instructor may provide learners with the propensity for structure a detailed explanation of an assignment with a rigid outline of deadlines for completion. The learner with a lower propensity for structure would be given much less direction, and allowed a certain degree of creativity and flexibility to complete the assignment. (Brunner and Majewski, 1990:21-23).

The sociological elements of the theory relate to the preference of the student to working with others. Students who work best cooperatively or in groups are allowed to do so; learners who prefer to work under the direction of the instructor or alone are also provided that option. A variety of activities gauged for each type of learner could be addressed even within the same classroom during the same instructional period.

The physical factor of the Dunn model relates to student preferences for perception, intake, time of day and mobility. Changes to meet the physical learning preferences of students are quite simple; relaxing some rules to accommodate a learner's need for a snack during learning, or a small degree of flexibility in allowing learner movement (pencil sharpening, drinks, restroom breaks, etc.) can impact a participant's learning. Scheduling also impact learning. Some participants may be morning learners or afternoon learners, and these preferences can be accommodated by scheduling more complex learning activities during the times best suited to the subject's learning style.

Finally, Dunn's model examines the psychological or cognitive elements. Learners are categorized as either global or analytical. The global thinker must see the whole before concentrating on the details. The analytical thinker must learn in steps with one aspect of the process followed by another. Instruction can be adapted to meet the needs of each type of learner. (Brunner and Majewski, 1990:21-23).

Recent research on the effectiveness of incorporating learning styles research into the school curriculum has produced impressive results. (Brunner and Majewski, 1990:21-23) (Dunn, 1990:15-19). Significant gains in student achievement were realized. The program has been implemented in a variety of learner environments with impressive gains in each. Perhaps the most notable achievement gains have been recognized in the areas of exceptional student education and work with "at risk" students. (O'Neil, 1990:4-9).

In light of this significant research, every effort will be made to adapt the training environment to provide a balance of activities and delivery to match the various modalities of the learner group. For instance, a variety of presentation modes will be utilize; the presentation will utilize visuals (overhead transparencies, a white board, chart paper, etc), group learning process (cooperative learning), handouts and lecture/guest speaker style presentations. Additionally, the workshop environment will be less structured than a classroom, refreshment will be served throughout the training sessions, and frequent breaks will provide learners with a varied learning environment.

The final step in the training development process is to formulate a training plan. The training plan is a step-by-step plan of the activities, presentations, breaks, reviews, and ground rules. The purpose of the plan is to help the presenter to stay on task and provides a road map to the participant as to what will occur next. This should reduce the training anxiety associated with uncertainty. (Ittner and Douds, 1988: 7-1) (For a detailed plan of events see Appendix F: 74)

The importance of ground rules in a presentation such as this can not be overstated. The recent research in the area of school improvement and accountability has brought into light a training program called "Facilitative Leadership." An element of this training program rests heavily upon the groups' adherence to an established set of ground rules an example of which follow:

- We are all colleagues - let's respect each other.
- It's okay to disagree.
- Listen as an ally.
- Everyone participates, no one person dominates
- Honor time limits

(Interaction Management, 1988:3)

The purpose is not only to keep the group focused, but to establish the trust which is necessary to bring about change. A great deal of the success of a program can be based upon trust and the participant's willingness to change. Certainly, these ground rules would be an element of the training process.

The last step of the training development process is evaluation. It is important that the evaluation process be involved to some extent at each and every step of the process, and continue into the presentation of materials, and the post-testing process. It will be through the process of evaluation that the author and committee may assess the program and design or institute revisions will be made so that are necessary to insure that each successive group of trainees receives the best possible product.

Since the practicum site district has a documented deficiency in the training level of a group of employees assigned managerial roles, the practicum author feels that the most practical solution strategy and most effective approach would be a district developed inservice training program. This program would certainly encompass the learning styles research of Dunn and Dunn. Every effort will be made within the training design to offer a variety of learning activities within the realm of the five types of stimuli. As an example, cooperative learning and extensive utilization of visuals will be an integral part of the training program. (Dunn, 1989) Again, the use of group learning would be consistent with the research on group process development by Trenta and Marmaduke. (Trenta and Marmaduke, 1988:34)

The logical orientation to training set forth in the research of Ittner and Doud, as well as that of Pryor. A step-by-step process of development will be followed which concludes with the evaluation process. Careful consideration of material selection and pacing will be made, and adjustment for the participant's experience level and input. Additionally, training will begin with an examination of training objectives and an explanation of each.

In addition to the logical progression of the training, the implemented solution strategy would embody the teaching of Oja as well. Adult learners differ greatly from adults in that each reaches a stage of development in which learning occurs for different reasons and often by different or varied means. All of which will be accommodated in some way in the training process.

In-district inservice training which addresses the principles of effective learning and staff development was chosen as the solution strategy because it provides a simple, low cost alternative to public sector training. Also, it provides an expedient alternative to restructuring the job descriptions of the target group and waiting for encumbents to be phased out or retire from the positions. The training, produced by the author and based upon research, could possibly affect change in a rapid fashion.

CHAPTER III

Method

The implementation of this practicum was accomplished over a twelve week period. The implementation procedure followed the timeline outlined below. To provide a minimal amount of disruption to the work environment the actual training phase of this practicum was limited to two work days of seven and one-half hour each. The time of year, while not directly planned by the practicum author, was optimum for personnel administration training as the majority of hiring done by the district takes place during the summer and early fall of the year. The implementation of the practicum project should facilitate this future hiring window.

The practicum initiator acted both as a coordinator and faciltiator of training, as well as a trainer for certain phases of the training process. In addition to the author, the implementation of this program also required the services of other professionals. Serving this program as instructors and technical experts were an assistant principal who is a certified targeted selection trainer, the site district's Personnel Position Control Specialist, a former district Personnel Records Supervisor, a private sector human resource professional and the district's Director of Staff Assessment and Development (practicum mentor).

WEEK ONE

On the first day of the implementation process, the author filed the necessary paper work for staff development training. A staff development workshop request was filed with the Records Clerk, the training was set for April 16 and 30, 1993. The request included number of projected participants, times, dates and information on outside requirements, as well as inclusion of workshop objectives. Final approval from the Director (practicum mentor) occurred later in the first week of implementation.

The Executive Secretary for the Staff Assessment and Development began the ordering process for supplies. Thirty one-inch notebooks were ordered in red - one for each participant, and labels were ordered for the laser printer for the covers of the notebooks. Every effort was made at each step to establish an atmosphere of professionalism for the workshop.

After the delegating the task of supply requisition, the practicum author distributed to the school principals a memorandum outlining the training program (Appendix G: 85). The memorandum included a topic outline, a schedule of the training dates, and a request that they permit and encourage their head custodian to attend the training. The memorandum also stated that the head custodians will be receiving the announcement of inservice training the following week. Principals with more questions were asked to call the practicum author's office for clarification.

Also during the first week of implementation, the author also began meeting with the training team. At these meetings, the author explain the practicum project fully, outlined the roles and responsibilities of each team member and discussed the outcome objectives. Team members had an opportunity to examine the topic outline and provide input as to possible additions or corrections. Each meeting with the team provided an opportunity for evaluating the program and adding additional resource materials to the training package. Additional meetings with individual team members were scheduled to further facilitate the training process.

In addition to team meetings and principal notification, the practicum writer also confirmed the reservation of a training facility for both training dates. The site selected is a district training room which is self-contained, has an ample amount of parking adjacent, restroom facilities and the availability of an overhead projector, wall-mounted television monitors and videotape machines. The training was held in the same location for both days of training so as to minimize confusion for the participants and provide the best possible training environment.

WEEK TWO

During week two of the practicum implementation, the inservice announcement (Appendix H: 87) was sent to all head custodians in the target district. The computer generated advertisement included a topic outline, gave the author's name as coordinator of the inservice, and requested that if the recipient of the advertisement could not attend that a representative, such as their assistant head custodian, was permitted to attend in their place. The bottom portion of the advertisement was a tear-off registration form that the participant needed to return within ten days to the office of Staff Assessment and Development.

In addition to the courier distribution of inservice announcements, the practicum author also met with training team members to provide them with an update on the progress of the implementation. In these meetings, the author also shared on-going research which was done to facilitate the development of inservice materials and handouts. Materials were critiqued and changes to the existing materials were made.

During the latter part of the second week of implementation, the practicum author was invited to address the head custodial council for the site district on the topic of inservice education and the site district's guidelines for inservice. The writer used this opportunity to not only explain the proper procedures for earning staff development points and salary incentives, but to address the council on the personnel selection workshop opportunity. An outline of training topics, expectations and benefits were shared with those in attendance.

WEEK THREE

Materials used by the trainers were duplicated as necessary for all participants. All handout materials were hole-punched as participants received a binder for training materials. The author also created computer generated labels for the participant binders. Also, transparencies and charts were produced. A "trainer's box" was constructed to include: sufficient markers, log sheets, evaluations, masking tape, blank transparencies, pencils, paper, door prizes, index cards, and name tents for each training session (Brooks, 1992).

WEEK FOUR

During the fourth week of implementation, the registration forms for the training continued to arrive. The practicum author constructed a database on computer to organize registration data. This database was utilized throughout the practicum implementation to manage data. During the latter part of the fourth week, a confirmation of workshop registration letter (Appendix I: 89) was sent to each registrant. These confirmation letters were developed through a mail merge from the database information formed earlier.

During the fourth week of implementation, the practicum author also met with the members of the planning team to revise the training process. It was determined that a guest speaker on Affirmative Action might be useful to strengthen the workshop content in that area, as well as, providing participants with a copy of the board policy relative to the site district's Affirmative Action Plan. The site district's Race Relations Specialist, a member of the district's Affirmative Action Committee, was contacted to serve as the guest speaker for the first session of the workshop.

WEEK FIVE

Program participants were sent a copy of the pre-test/survey (Appendix D: 66) to complete and return within five working days. A memorandum (Appendix J: 91) accompanied the pre-test/survey and provided the participant with the instructions on how to complete the pre-test/survey, its purpose, as well as, where and when the survey was to be returned. Participants were told to respond honestly to the surveys and not seek the assistance of anyone in completing the questions. A special note was made that it is not expected that the participants know the answers to all the questions prior to the training; this helped to reduced the performance anxiety that often accompanies the testing process.

WEEK SIX

The pre-test/surveys were received by the practicum author's office. The instruments were separated form the answer sheet, and the answer sheets were hand-scored by the practicum writer. The sheets were then alphabetized and retained for comparison with the post-test survey instruments. Answer data was entered into the computer database to facilitate the ease of data management for the program analysis.

WEEK SEVEN

The target group was assembled for the first time for training. The day's activities began at 8:00 a.m. with refreshments for the participants. After refreshments, the training began with an icebreaker designed to familiarize the participants, and reduce participation anxiety. An introduction to the problem-solving model and an activity on brainstorming got all the participants involved in the workshop. An explanation of the uses of critical thinking in the workplace followed. Role-playing and practice activities were an integral part of each phase of the training experience. A guest speaker on the site districts job advertisement and applications procedure met with the trainees next. This was followed by a presentation by an expert conflict resolution specialist on affirmative action and sexual harassment. Following the guest speakers, the training team introduced training on the application process and legal aspects of interviewing. These topics were continued after an hour lunch break. Just before adjournment for the day, a review was conducted of the training topics and the participants were asked to complete a preliminary course evaluation (Appendix K: 93). Participants were encouraged to share both positive and negative information concerning the workshop, as well as, to express concerns for areas or topics which were still unclear to them.

WEEK EIGHT

The author reviewed the preliminary evaluation data from the first training session. A meeting of the training team was convened to examine the pre-test/surveys and the preliminary evaluation data from the participants. The results of the preliminary evaluations were extremely positive; the participants felt that the workshop both exceeded their expectations and met their personal needs. Responses to attitudinal questions on the first section of the preliminary evaluation form indicated a ninety-six percent "excellent" rating. Only three total responses were outside the excellent column, and all three indicated "good". Questions which required participants to respond in written form gleaned only positive remarks, and indicated that the material was more than adequately covered. Since the data derived from the preliminary evaluation and the results of the review indicated no areas of concern for program change or adjustment, no alteration to the original training package was made.

WEEK NINE

The second training session of the program was conducted during week nine. Again, refreshments were served to the participants at the start of the training session. The first portion of the training was a review of the previous session, a clarification of any topics which were unclear to the participants and introduction to the targeted selection process. Next, the participants received abbreviated training on job analysis and the targeted selection process of interviewing. During the targeted selection training, participants were given a number of opportunities for cooperative learning and role-playing. As a product of a micro job analysis conducted by the participants and group consensus, a targeted selection interview guide for custodial interviews was developed. In the late afternoon, the trainer(s) discussed the importance of the induction process and its role in employee retention.

At the conclusion of the training process, the participants were asked to complete the final course evaluation. (Appendix L: 95) This course evaluation is required under State statute governing the inservice education. While simple in nature, it provided some very useful information on the training component and the instruction. In addition to the course evaluation, the participants were also given the post-test/survey. (Appendix D: 66) A cover letter (Appendix M: 97) was included to instruct them on the purpose of the post assessment instrument. The letter stressed the need to be honest with their responses and to take their time in completing the instrument. The participants were encouraged to return the surveys within five days of the close of the workshop.

WEEK TEN

The post-test/surveys were received by the practicum author's office, and hand scored by the author. A statistical analysis of the data was done to determine the effectiveness of the training and ultimately the success of the practicum project. The results were entered into a spreadsheet program and data was produced for the training team and the final report. Also, the final course evaluations were compiled into a report for the training team.

WEEK ELEVEN

At the beginning of week eleven, participants in the training were sent a letter of appreciation for participating in the training. In addition, the principal or supervisor of the participant was sent a certificate (Appendix N: 99) to be awarded to the participant at a staff meeting or other appropriate time (Appendix O: 101) and a letter informing them of the training content and their employee's successful completion of the training component. This provided the principal the opportunity to recognize the employee's achievement.

WEEK TWELVE

During week twelve, a meeting was called of the training team and the practicum mentor to discuss the results of the training, as well as the course evaluations. The members of this group were encouraged to provide information, both positive and negative, as to course design and future value. It was from this session that the program was reassessed and plans were made for program modification, as well as future expansion into other areas of management.

CHAPTER IV

Results

In order to measure the impact of the practicum project upon the target audience, the practicum author subjected participants to a pre-test/survey instrument of the authors design (Appendix D:66). The instrument was made up of objective questions based upon knowledge in the areas of personnel selection and critical thinking/problem-solving, as well as, a survey section made up of attitudinal questions relative to the same areas. The attitudinal questions were answered by the participants on a Likert scale of one through five with five representing "strongly agree" and one representing "strongly disagree". The objective questions were in the multiple choice format with one correct answer and four distractors.

An analysis of percentage scores for correct responses on the pre-test survey instrument for the Personnel Selection and Problem-Solving portions of the pre-test/survey is shown in the chart that follows (Table 4.1). Educational levels for participants varied from a high school diploma to one individual with a Master's degree. A separate analysis of attitudinal data is shown in the figure which follows the pre-test data. (Table 4.2)

Table 4.1

PRE-TEST SURVEY RESULTS

PERSONNEL SELECTION

Mean	Mode	Median
46.15	40	50

PROBLEM-SOLVING

Mean	Mode	Median
33.65	37.50	25/37.5

Table 4.2

PRE-TEST SURVEY ATTITUDINAL RESPONSES

Question	Mean	Mode	Median
19	2.62	2	2/4
20	2.54	2	3
21	4.15	4	4
22	2.92	2	2/4
23	1.92	2	1/2
24	1.92	1	2/4
25	2.69	2/4	2/3
26	3.92	4	3/4
27	3.31	3	3/4
28	4.39	4	4/5

A complex analysis of program outcomes was conducted using various means. First, an individual comparison of pre-test and post-test scores in the Personnel Selection portion was conducted. This individual data was then examined in terms of group outcome as compared to the outcome objectives identified earlier in this document. A comparison of percentage scores for the pre-test and post-test appear in the table which follows. (Table 4.3) In order to meet the stated outcome for this portion of the study, 70 percent of those persons taking the pre-test must have shown an increase of at least twenty percent in a comparison of test scores. As Table 4.3 exemplifies, this outcome was achieved; fourteen of the fifteen study group members showed an increase in percentage score. None of the participants scored lower -- one participant's score remained the same. Of the fifteen total participants, 86.67 produced a greater than twenty percent score increase.

Table 4.3

PERSONNEL SELECTION KNOWLEDGE
PRE/POST-TEST COMPARISONS

Participant	Pre-T	Post	%	Met Obj.
1	50	70	20	Y
2	30	100	70	Y
3	50	70	20	Y
4	40	80	40	Y
5	0	60	60	Y
6	60	100	40	Y
7	40	90	50	Y
8	40	50	10	N
9	50	90	40	Y
10	40	60	20	Y
11	70	70	0	N
12	0	80	80	Y
13	0	90	90	Y
14	30	80	50	Y
15	50	60	10	N

In an analysis of the second project objective, a comparison of percentage scores for individual participants' pre-test and post test scores on the problem-solving portion of the instrument was conducted. The outcome objective required that in order for the project to be deemed successful, at least seventy-five percent of the program participants would display a twenty-five percent increase in post-test score assessment. As Table 4.4 demonstrates, 100 percent of the persons taking the pre and post-test scored more than the established criteria of twenty-five percent increase. Therefore, in respect to the second program objective, the practicum project was successful. A comparison of mean test scores for both the Personnel Selection and Problem-Solving portions of the test/survey instrument appear in Table 4.5.

Table 4.4

PROBLEM-SOLVING KNOWLEDGE
PRE/POST TEST COMPARISONS

Participant	Pre-T	Post	%	Met Obj.
1	37.5	75	37.5	Y
2	37.5	75	37.5	Y
3	62.5	87.5	25	Y
4	25	87.5	62.5	Y
5	0	87.5	87.5	Y
6	37.5	100	62.5	Y
7	50	100	50	Y
8	25	75	50	Y
9	37.5	87.5	50	Y
10	37.5	87.5	50	Y
11	0	87.5	87.5	Y
12	0	100	100	Y
13	0	75	75	Y
14	12.5	87.5	75	Y
15	50	100	50	Y

Table 4.5

PERSONNEL SELECTION / PROBLEM-SOLVING
PRE/POST TEST MEAN COMPARISONS

PERSONNEL SELECTION		
	Pre-Test	Post-Test
Mean	46.15	76.67
PROBLEM-SOLVING		
	Pre-Test	Post-Test
Mean	33.65	87.50

Finally, the third program objective, that dealing with the attitude of the participant group was analyzed. This was the most difficult analysis. In order to be deemed successful in terms of program objectives, a comparison of pre and post survey data must have indicated at least a one point positive change in attitude as measured on a Likert scale on at least fifty percent of the attitude items for seventy percent of those completing the instrument. Again, this analysis indicated that 80 percent of the participants demonstrated a positive increase of at least one point on a Likert type scale on 50 percent of the statements in the attitude portion of the evaluation instrument. This outcome, measured by the objectives, would indicate a successful project.

In the final analysis, it was determined by the practicum author and members of the project team that the project was indeed successful. In each of the three program objects, the proposed outcome was exceeded. Additional program benefits may be forthcoming; it is the hope of the practicum author that the project would have some effect on the quality of personnel selected by participants and that litigation arising out of discrimination suits would be eliminated. Unfortunately, there is no way to measure the long-term effects such a program of training may have on the target district.

CHAPTER V

Recommendations

As indicated by pre-test scores in the previous chapter, the practicum project's target group did demonstrate less than an ideal knowledge of the precepts of personnel selection as outlined in the practicum project. This lack of knowledge was remedied to a great extent by the implementation of the practicum project training. The encouragement received through positive program outcomes with the targeted sample group has had implications for other groups within the district. Currently, plans are underway to include other groups within the district in the training process, and adaptations of the training package are being examined for implementation with administrators and teachers (teachers in the site district are used to assist in the selection of administrative personnel).

It is certainly reasonable to assume that other districts utilizing non-instructional or professional technical staff in the personnel selection process would receive similar results from the implementation of the training package which accompanies the practicum report. (Attachment

A) The materials which were developed and adapted for the training are not site specific, and therefore are applicable regardless of the site of implementation. The training does not depend solely upon the knowledge of the trainer or presenter; in fact, the materials were developed and adapted to avoid such dependence upon a specific personality.

The practicum author does recommend that additional resource people be utilized in the training process. It is important to include within the training process those specific requirements which are unique to the training district. This would most certainly include references to a district programs or committees on sexual harassment, personnel equity or grievance, as well as, the specific application process and employment procedure. It is the recommendation of the practicum author that any attempt to replicate the results of this project be completed under the watchful eye of personnel professionals within the district. Efficiency also mandates that the training remain current with State, Federal and local regulations which impact the personnel selection process.

Aside from the general concerns for the conduct of training and its quality, the practicum author would endorse the reexamination of the job description of certain supervisory non-instructional personnel, and subject to job analysis results amend these job descriptions to include a requirement that persons employed in those positions be trained in personnel selection. At the very least, this should include a recommended qualification that such individuals have attended some type of personnel training or pursue such training within the first calendar year of employment. The administration of the pre-test/survey developed by the practicum author might possibly be adapted to screen potential employees for these positions. The timeframe surrounding this project was not conducive to the examination of this situation and the implementation of a solution.

In addition to District impact, it was the recommendation of the Director of Staff Assessment and Development (practicum mentor) and the Staff Development Assistant that the project displayed such merit as to warrant the presentation of the project design and materials at the Florida Association for Staff Development Annual Leadership Conference in St. Petersburg, Florida. The conference is held each September and attracts human resource development professionals from all over Florida, as well as participants from outside the state. Currently, plans are underway to adapt the materials for presentation in a two hour "action lab" at the conference. The would be the first such presentation to come out of the target district for statewide dissemination.

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Appendices

Appendix A

Needs Assessment Survey

Appendix A

SIDE 1

ONE PASS WILL SCAN BOTH SIDES

↓ KEEP OVERPRINTING WITHIN THESE LINES ↓

SURVEY MARKING INSTRUCTIONS

- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME ______ OTHER ______

SPECIAL CODES	A	B	C
	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨

NATIONAL COMPUTER SYSTEMS

DIRECTIONS: Please complete this survey in order for the Staff Assessment and Development Department to plan for the inservice training needs for the 1992-93 school year.

For Questions 1-11 only: Darken the letter "A" for the areas of inservice training you would PARTICIPATE in during the 1992-93 school year. Leave all other blank.

For Questions 21-38 only: Darken the letter "A" for the areas of inservice training you would PARTICIPATE in during the 1992-93 school year

Y N

1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Equity

2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Confidentiality

3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Organizational Skills

4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Human Relations

5 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Interviewing Techniques

6 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Employee Discipline

7 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Dealing with Parents

8 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Discipline/Dismissal

9 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Trainer Training

10 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Business Communications

11 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

12 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

13 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

14 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

15 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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SURVEY NUMBER

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SURVEY B
Form No. 19637

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SIDE 2

GENERAL TOPICS

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21	ⒶⒷⒸⒹⒺ	First Aide
22	ⒶⒷⒸⒹⒺ	Stress Management
23	ⒶⒷⒸⒹⒺ	CPR
24	ⒶⒷⒸⒹⒺ	Computers
25	ⒶⒷⒸⒹⒺ	Working with Non-English Speaking
26	ⒶⒷⒸⒹⒺ	Sign Language
27	ⒶⒷⒸⒹⒺ	Child Abuse
28	ⒶⒷⒸⒹⒺ	Communication Skills
29	ⒶⒷⒸⒹⒺ	Safety Issues (Rape; Self Defense, Etc.)
30	ⒶⒷⒸⒹⒺ	Suicide Prevention
31	ⒶⒷⒸⒹⒺ	Drug Abuse
32	ⒶⒷⒸⒹⒺ	Time Management
33	ⒶⒷⒸⒹⒺ	Aids Education
34	ⒶⒷⒸⒹⒺ	Legal Aspects of School Operation
35	ⒶⒷⒸⒹⒺ	Minority Awareness
36	ⒶⒷⒸⒹⒺ	Dress
37	ⒶⒷⒸⒹⒺ	Public Relations
38	ⒶⒷⒸⒹⒺ	Self-Esteem
39	ⒶⒷⒸⒹⒺ	
40	ⒶⒷⒸⒹⒺ	

DO NOT
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IN THIS
AREA

COMMENTS:

RETURN COMPLETED FORMS TO
STAFF ASSESSMENT AND DEVELOPMENT
BY MAY 20, 1992 - THANK YOU

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NATIONAL
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SYSTEMS

Appendix B

Telephone Survey

Appendix B

Telephone Survey
Interviewing Senario

Question: "If an opening for a custodian were to occur at your worksite,would the Head Custodian or Assistant Head Custodian be involved in the interview process?" Record a "Y" for an affirmative response and an "N" fora negative response. If the response is negative, also collect comments in the space that follows.

ELEMENTARY	MIDDLE	HIGH
1. ____	1. ____	1. ____
2. ____	2. ____	2. ____
3. ____	3. ____	3. ____
4. ____	4. ____	4. ____
5. ____	5. ____	
6. ____		
7. ____		
8. ____		
9. ____		
10. ____		
11. ____		
12. ____		
13. ____		
14. ____		

COMMENTS ____________________

____

____

____

____

____

Appendix C

Job Descriptions

Appendix C

POSITION TITLE: HEAD CUSTODIAN

RESPONSIBLE TO: Principal

FUNCTION: This position plans and coordinates the work of other custodians while participating in all phases of the work at all times.

EXAMPLES OF RESPONSIBILITIES INCLUDE:

To be directly responsible for the proper care of the school plant

To make recommendations regarding the employment, dismissal, and evaluation of school custodians

To maintain a regular schedule for cleaning chalkboards

To make minor repairs to plant and equipment

To keep the Bookkeeper informed as to supplies needed

To actively participate in all custodial training courses leading to Master Custodian Certification as they are offered

To see that windows and doors are properly locked before leaving

To perform other duties as assigned by Supervisor

REQUIRED QUALIFICATIONS:

Thorough knowledge of the care and use of cleaning materials and equipment
Experience as a custodian or in maintenance work
The ability to plan, coordinate and inspect the work of others
Previous experience with cleaning materials and equipment
Ability to follow written and oral instructions and work well with others
High school diploma or equivalent

DESIRED QUALIFICATIONS:

Clean and neat appearance
Positive attitude toward work, teachers and children
Supportive of the educational system

PERIOD OF EMPLOYMENT: Twelve (12) months

PAY LEVEL: 5 - 6 plus inservice salary incentives

5 - Entry level
6 - Three (3) years experience as Head Custodian, certification as Master Custodian, recommendation of Principal and Assistant Superintendent for Facility Services

JOB CODE: 79025 LINE NUMBER: 326

POSITION TITLE: ASSISTANT HEAD CUSTODIAN

RESPONSIBLE TO: Principal

FUNCTION: This position assists the Head Custodian in the planning and coordination of the work of others while participating in all phases of the work at all times.

EXAMPLES OF RESPONSIBILITIES INCLUDE:

To share the responsibility with the Head Custodian for the proper care of the school plant

To help maintain all scheduled work assignments

To help supervise the custodial staff in completing their responsibilities

To actively participate in all custodial training courses leading to Master Custodian Certification as they are offered

To perform other duties as assigned by Supervisor

REQUIRED QUALIFICATIONS:

Thorough knowledge of the care and use of cleaning materials and equipment
The ability to plan, coordinate and supervise the work of others
Experience as a custodian or maintenance work
Ability to follow written and oral instructions and to work well with others
High school diploma or equivalent

DESIRED QUALIFICATIONS:

Clean and neat appearance
Positive attitude toward work, teachers and children
Supportive of the educational system

PERIOD OF EMPLOYMENT: Twelve (12) months

PAY LEVEL: 1A - 2 plus inservice salary incentives

1A - Entry level
2 - Complete custodial training, three (3) years experience, plus recommendation of Principal and Assistant Superintendent for Facility Services

JOB CODE: 79026 LINE NUMBER: 405

Appendix D

Pre and Post-Test/Survey

Appendix D

Pre/Post Assessment

"The Working Manager" Inservice Training Program
Part One: Personnel Selection

The following instrument is divided into three parts - Personnel Selection Knowledge, Problem-Solving and Attitude. The purpose of this instrument is to measure the workshop participant prior to workshop implementation and to evaluate the effectiveness of the training component. The directions for completing the questions for each section precede that section.

Personnel Selection Knowledge

Directions: For each of the items which follow, read the question and select the answer which best answers the question. Place the letter of the appropriate answer in the space provide on your answer sheet.

1. The legislation which established guidelines for employers with respect to discrimination based upon race, color, creed, sex or national origin was ______.
   - A. PL 94-142
   - B. ADA
   - C. Anti-discrimination Bill of 1972
   - D. Civil Rights Act of 1964
   - E. None of the Above

2. Which of the following is a legal pre-employment question?
   - A. "Shepherd? Is that an English name?"
   - B. " Do you prefer to be called Miss or Ms?"
   - C. "Are you between the ages of 18 and 70?"
   - D. "Will working evenings create a problem for your family?"
   - E. None of the Above

3. The basic premise of the Targeted Selection process of interviewing is:
   - A. Past behavior is the best predictor of future behavior.
   - B. Narrowing or targeting a small group of applicants provides the best selection.
   - C. Questions should be limited to philosophy and not job performance,
   - D. An interviewer should be trained to listen for the "right" answer.
   - E. All of the above

4. True or False. An interviewer may ask an applicant if they are "disabled" because the law provides special protections for the disabled?
   - A. True
   - B. False

5. True or False. An employer may ask an applicant if they have ever been arrested?
   - A. True
   - B. False

6. True or False. An employer may ask a job applicant their place of residence and how long they have lived in the state or city?
   - A. True
   - B. False

7. Which of the following questions would be considered unlawful for an employer to ask a job applicant?
   - A. "Where does your spouse work?"
   - B. "Have you ever been convicted of a crime?"
   - C. "Are you a citizen of the United States?"
   - D. "Have you ever been in the military?"
   - E. None of the above are unlawful.

8. True or False. Because of legislation relative to the newly passed Family Leave Bill and the legislation dealing with health care, it is lawful for an employer to deny employment to an applicant who tests positive for the HIV (AIDS) virus.
   - A. True
   - B. False

9. Which of the following is the best source of information for a school board manager about the legal background of school personnel administration in Florida?
   - A. Chapter 1 of the School Board Rules
   - B. Legislative Policies Handbook
   - C. Human Resource Management Development Plan
   - D. Chapter 231 of Florida Statutes
   - E. State Constitution

10. In the Targeted Selection process of interviewing, questions are based upon targeted dimensions identified by what process
   - A. Employee selection
   - B. Job research and development
   - C. Job description
   - D. Job analysis
   - E. Targeted intervention processing

Problem Solving

Directions: For each of the items which follow, read the question and select the answer which best answers the question. Place the letter of the appropriate answer in the space provide on your answer sheet.

11. Which of the following is NOT a step in the scientific problem solving method?
   - A. Problem identification
   - B. Collecting and analyzing pertinent data
   - C. Action Plan generation
   - D. Single solution generation
   - E. All of the above are part of the process

12. True or False. Brainstorming is one method of problem solving.
    A. True
    B. False

13. True or False. The implementation of the scientific approach to problem-solving will guarantee that the solution implementation will have positive results.
    A. True
    B. False

Directions: For the item which follows, list the five steps of the scientific problem-solving model. Place your answer in the appropriate spaces on your answer sheet.

The Scientific Problem-Solving Method

14. Step 1 ____

15. Step 2 ____

16. Step 3 ____

17. Step 4 ____

18. Step 5 ____

Attitude

Directions: For each of the items which follow, read the statement and select the response which best matches your belief about the truth of the statement for you. There are no correct answers as this portion of the survey as each statement will be a measure of your perceptions. Place the letter of the appropriate response in the space provide on your answer sheet. Please use the following Likert scale to respond to the survey items:

For Questions 19-25:

5	4	3	2	1
Strongly Agree	***Agree***	***No Opinion***	***Disagree***	***Strongly Disagree***

19. I have a good knowledge of the legal guidelines of the personnel selection process.

20. I am comfortable with my interviewing skills.

21. My approach to an applicant is extremely important to the selection process.

22. Training in personnel selection is unimportant to me.

23. The interview process can be learned only through actual on-the-job interviewing.

24. Problem-solving is not a part of my job.

25. As a supervisor, I instruct my employees how to think, not what to think.

26. I encourage those people I work with to be free thinking.

27. I am comfortable with my skills as a manager.

28. I feel that the orientation of new employees is an important aspect of the selection process.

Pre/Post Assessment

"The Working Manager" Inservice Training Program
Part One: Personnel Selection

Answer Sheet

Personnel

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

Attitude

19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______

Problem-Solving

11. ______
12. ______
13. ______
14. ____
15. ____
16. ____
17. ____
18. ____

NAME ______________________________ WORKSITE __________

Appendix E

Workshop Objectives

Appendix E

The Working Manager Personnel Selection Workshop
OBJECTIVES

As a result of this workshop, participants will be able to:

1. Understand the steps of the scientific problem-solving model and be able to demonstrate the use of the Gordon Brainstorming technique.
2. Identify the steps of a pre-employment interview.
3. Identify legal and illegal interview questions.
4. Demonstrate basic targeted selection interviewing techniques.
5. Identify the basic guidelines of Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act.
6. Identify the basics of the employee induction (orientation) process.

Appendix F

Training Outline

Appendix F

The Working Manager Personnel Selection Training

TRAINING OUTLINE

Day One - Personnel Selection Training

OPENING ACTIVITY: T.P. Introductions (Brooks, 1992)

1. As each participant enters the room, ask each one to take "some" toilet paper. Give no further directions.
2. When the group is seated ask each participant to count the number of sheets they have taken.
3. Ask the participants to introduce themselves and an adjective to describe themselves - one for every sheet of toilet paper.

HOUSEKEEPING ACTIVITIES: Learning Style Influenced (Dunn, 1990)

1. Name Plate Construction
2. Distribute Workshop Notebooks
3. Introduce **Workshop Objectives** - Chart Paper

   As a result of this workshop, participants will be able to:
   - Understand the steps of the scientific problem-solving model and be able to demonstrate the use of the Gordon Brainstorming technique.
   - Identify the steps of a pre-employment interview.
   - Identify legal and illegal interview questions.
   - Demonstrate basic targeted selection interviewing techniques.
   - Identify the basic guidelines of Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act.
   - Identify the basics of the employee induction process.
4. Workshop Schedule - Chart Paper/Stand

   DAY ONE: Problem-Solving/Interviewing Legal Issues/ Disabilities Legislation

   DAY TWO: Review/Targeted Selection/Induction

HOUSEKEEPING: Continued

5. Daily Schedule of Events: Chart Paper/Stand
   8:00 BEGIN
   9:15 BREAK
   11:30 LUNCH
   12:30 AFTERNOON SESSION
   1:45 BREAK
   3:30 ADJOURN
6. Introduce rules of Facilitative Leadership:
   - We are all colleagues - let's respect each other.
   - It's okay to disagree.
   - Listen as an ally.
   - Everyone participates, no one person dominates
   - Honor time limits

   (Interaction Management, 1988:3)
7. POINTS - 15 points - must attend all sessions and complete pre and post -test/surveys
8. RESTROOM LOCATION - POLICY
9. COFFEE/TEA/COOKIES/DONUTS

ACTIVITY:

1. " Somewhere on a half-sheet of paper or in your manual, identify two (2) expectations that you have for the 2 days that we are together."
2. As a group, share your expectations. Determine within your group two common expectations.
3. Write your group's two expectations on the Chart Paper provided and post them on the left wall of the room.
4. Discuss the similarities and differences in the different groups.

CHART PAPER:

QUOTE: Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.
— Chinese Proverb (Instant Library 1.0, 1991)

BREAK

INTRODUCE PROBLEM-SOLVING:

Introduce the Scientific Problem-Solving Method and the Gordon Method of Brainstorming

OVERHEAD TRANSPARENCIES:

1. **STEPS OF THE SCIENTIFIC PROBLEM -SOLVING METHOD**
    1. Identification of Problem
    2. Analysis of Problem
    3. Brainstorm Possible Solution Strategies
    4. Action Plan (Solution Strategy Implementation)
    5. Evaluation

HANDOUT #1 - Steps of the Scientific Problem-Solving Method

2. **GORDON TECHNIQUE OF BRAINSTORMING**

    GROUND RULES: (Gordon, as quoted by Mallison, 1992)
    1. Judicial thinking must be withheld -- until idea process is carried out.
    2. Free wheeling is welcome
    3. Quantity is wanted
    4. Combination and improvement of ideas are sought.

    STEPS:
    1. Chairperson leads a group discussion of subject central to problem.
    2. Chairperson does not reveal specific problem-assignment until the group is near solution.
    3. Group engages in free discussion with chairperson questioning/guiding and providing problem information.
    4. Group seems close to solution(s), the chairperson reveals specific problem - principles are crystallized and the group develops idea in detail.

ACTIVITY: BRAINSTORMING ACTIVITY

Divide participants into small groups (4-5 members) Using the methods just described, have the participants brainstorm solutions to the following problem: (Distribute one copy of the scenario to a "Chairperson" in each group.)

> As head custodian, you must decide how to handle this situation. An employee of yours has just been told by the doctor that he will

be out six (6) weeks. Your principal has said that funds are not available for a substitute for all six weeks, but you may have a substitute for five (5) days. As chairperson of your group you might begin the brainstorming by suggesting how many way you could cut back services without effecting the school as a whole, or perhaps you might ask how you could rotate duties to improve efficiency

DISCUSSION: How can brainstorming help you in your job as a manager?

REVIEW: Brainstorming

HANDOUT #2 - The Gordon Technique of Brainstorming

HANDOUT #3 - Definition of Personnel Selection

Guest Speaker: Martha Mann, Personnel Records Clerk
Discussion of: JOB ADVERTISEMENT
APPLICATION PROCESS
TIMELINE FOR APPT.

Guest Speaker: Russell Anderson, Race Relations Specialist
Discussion of: AFFIRMATIVE ACTION

HANDOUT #4 - Selected School Board Rules - School Board Rules of Osceola County, Florida

LUNCH BREAK

INTRODUCE INTERVIEWING:
OVERHEAD TRANSPARENCY:
STATE AND FEDERAL STATUTES RELATIVE TO EMPLOYMENT

1. Title VII of the Civil Rights Act of 1964
2. Title IX of the Civil Rights Act of 1964
3. The Florida Human Rights Act of 1977
4. Executive Order 11246 - Affirmative Action
5. The Civil Rights Act
6. Age Discrimination In Employment Act of 1967 (Revised 1979)

7. 38 U.S.C. 4212 Vietnam Veterans Readjustment Assistance Act of 1974
8. The Pregnancy Discrimination Act of 1978
9. The Immigration Reform and Control Act of 1986
10. Sexual Harassment
11. Section 504 of the Rehabilitation Act of 1973
12. American with Disabilities Act of 1990
13. Discrimination Based Upon Sickle Cell
14. The Bankruptcy Code
15. The National Labor Relations Act

HANDOUT #5 - State and Federal Statutes Relative to Employment a brief description of each law and its effect on the educational community.

DISCUSSION OF THE LAWS, RULES, REGULATIONS AND GUIDELINES

INTRODUCE INTERVIEW BASICS - Discussion of Topics
HANDOUT #6 - Steps in the Selection Process
HANDOUT #7 - Interviewing Guidelines
HANDOUT #8 - Techniques for Interviewing
HANDOUT #9 - Suggestions for Interviews
HANDOUT #10 - Sexual Harassment
HANDOUT #11 - Sexual Bigotry

BREAK

ACTIVITY- ROLE PLAY - *OVERHEAD TRANSPARENCY*

Scenario: An opening has occurred in your facility for a position which you directly supervise. You have been asked to interview prospective candidates. Select an interviewer and candidate. Conduct the role play once for everyone. Break-out into small groups of 4 - one person act as interviewer others are candidates. During the interview, the other candidates should observe the interview and offer suggestions as to legal conduct. Discuss the activity. Was it uncomfortable? Why?

DISCUSSION OF THE EEOC ADMINISTRATIVE PROCESS

HANDOUT #12 - Equal Employment Opportunity Commission Administrative Process

DISCUSSION, QUESTIONS AND REVIEW OF INTERVIEW BASICS

INTRODUCE: JOB ANALYSIS

OVERHEAD TRANSPARENCY **- JOB ANALYSIS TECHNIQUES**

HANDOUT #13 - Job Analysis Techniques

ACTIVITY: Group Break-Out (4 per group) - Create a job description which would be useful in your worksite. Should the job description be generic or job specific. Group brainstorm.

HANDOUT #14 - Job Description - Custodian

REVIEW

ADJOURN - Remind Participant of the date of the next session, time and location.

Day Two- Personnel Selection Training

INTRODUCTION

REVIEW: PROBLEM-SOLVING
FEDERAL AND STATE STATUTES REGARDING EMPLOYMENT
INTERVIEWING BASICS

UNDERSCORE TOPICS WHICH WERE UNCLEAR FROM FIRST SESSION - See Preliminary Evaluation Report

INTRODUCTION OF GUEST PRESENTER

INTRODUCTION: TARGETED SELECTION INTERVIEWING
OVERHEAD TRANSPARENCY:
COMPONENTS OF THE TARGETED SELECTION PROCESS

1. Use past behavior to predict future behavior.
2. Identify the critical job requirements - dimensions
3. Organize selection elements into a comprehensive system
4. Apply effective interviewing skills and techniques
5. Involve several interviewers in organized "data exchange" discussions.

(Byham, 1984: 2-23)

BREAK

DISCUSSION: THE COMPONENTS OF TARGETED SELECTION

1. Past Behavior: STAR - Situation or Task, Action and Result
2. The Importance of Dimensions
   Determining Dimensions for Target Audience
3. Selection Systems
4. Questions for targeted dimensions

LUNCH

5. The targeted selection interview
   - interview guide
   - written notes
   - closing the interview

6. Data analysis

ACTIVITY: TARGET SELECTION INTERVIEW ROLE PLAY

Group break-out (Three per group: One interviewer, one candidate, and one observer) Role play the interview. Rotate until everyone has served in each role. Discuss the results of observations.

BREAK:

GROUP DISCUSSION/REVIEW TARGETED SELECTION

INDUCTION PROCESS

OVERHEAD TRANSPARENCY:

THE PURPOSES OF EMPLOYEE INDUCTION

1. To make the employee feel welcome and secure.
2. To help the employee become a member of the team.
3. To inspire the employee towards excellence in performance
4. To help the employee adjust to the work environment.
5. To provide information about the community, school system, school building, faculty and staff.
6. To acquaint the employee with other employees with whom he/she will be associated.
7. To facilitate the opening of school each year.

(Rebore, 1991:137)

ACTIVITY: BRAINSTORMING - INDUCTION

Group break-out (4 per group). Groups will utilize the brainstorming strategies we have discussed to design an employee induction process which would be useful in the site district.

REVIEW: KOOSCH BALL REVIEW (Brooks, 1992)

CLOSURE:

Write down at least two things that you've learned as a result of this training. Share these with the group.

EVALUATION

Reference List

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Appendix G

Explanation Memorandum to Principals

Appendix G

OFFICE MEMORANDUM

OSCEOLA COUNTY SCHOOL BOARD
817 Osceola Blvd.
Kissimmee, Florida 34744

CHRIS COLOMBO, SUPERINTENDENT

☐ NOTE AND FILE
☐ NOTE AND RETURN
☐ ANSWER, COPY TO ME
☐ REPLY FOR MY SIGNATURE
☐ TAKE CHARGE OF THIS
☐ SIGN
☐ COMMENT
☐ FOR YOUR APPROVAL
☐ FOR YOUR INFORMATION
☐ RETURNED

TO: School Principals	DATE March 1, 1993	MEMORANDUM NUMBER SD-93-091
FROM: Mark A. Munas, Staff Development Resource Teacher M. Dean Cherry, Director-Staff Assessment and Development	SUBJECT Management Training Workshop	

Early next week, an advertisement for a new workshop will be sent to all head custodians in the District. The purpose of this workshop is to provide training for entry-level managers in the following areas:

- Interviewing
- Legal/Illegal Interview Questions
- Overview of Targeted Selection Interviewing
- Problem-Solving
- ADA and EEO Concerns
- Narrowing Candidates
- Employee Induction - Orientation

As our phone survey in February indicated, most schools utilize their head custodian in the interview process, and records indicate that few have received formal training in personnel selection.

The training will be conducted on April 16 and April 30, 1993 from 8:00 a.m. to 3:30 p.m. at the OTEC Room on the Beaumont Middle School campus. We would urge you to permit and encourage your head custodian or assistant head custodian to attend.

If you need more information, please contact Mark Munas at 870-4817.

Thank You.

cc: C. Colombo
W. Vogel

An Equal Opportunity Agency

Appendix H

Inservice Announcement

Appendix H

The Working Manager
Personnel Selection Workshop

APRIL 16 and 30, 1993

8:00 a.m. to 3:30 p.m.
15 Inservice Points
OTEC Room - Beaumont Middle School

This workshop is designed for persons employed in entry-level management such as Head Custodians, Assistant Head Custodians, Food Service Managers, Assistant Food Service Managers and department supervisors. The course will cover the following topics:

- The Application Process
- The Interview / Interview Questions
- Targeted Selection
- Problem-Solving
- The Selection of the Right Candidate
- Induction - New Employee Orientation

The workshop will be limited to twenty-five (25) participants. To attend, please complete the registration form below and return it to Mark Munas in Staff Assessment and Development by 4:30 p.m. on **MARCH 29, 1993.** If you cannot attend, please pass this opportunity to your assistant. **Detach Here**

The Working Manager
Personnel Selection Workshop

Name ______________________________ Worksite _____

Job Assignment ______________________________

Supervisor's Approval ______________________________

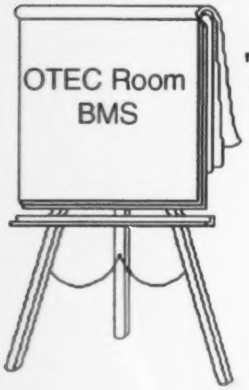
PLEASE RETURN TO STAFF DEVELOPMENT BY MARCH 29, 1993

Appendix I

Confirmation of Registration

Appendix I

NOTICE OF CONFIRMATION



The Working Manager

Personnel Selection Workshop

APRIL 16 and 30, 1993
8:00 A.M. to 3:30 P.M.

You are confirmed to attend the **Personnel Selection Workshop**. Workshop to be held in the **OTEC Room** on **Beaumont Middle School** campus. The workshop will begin promptly at 8:00 A.M. Refreshments will be available. If you have any questions, please call Mark Munas in Staff Development at **870-4817**.

Appendix J

Pre-Test/Survey Cover Letter

Appendix J

The Working Manager Personnel Selection Workshop

April 1, 1993

Dear Participant,

Attached is a copy of the pre-test/survey for the Personnel Selection Workshop for which you are registered. The pre-test/survey is used to determine both your opinions and knowledge about the workshop topics before the actual workshop. Please be honest with your responses, and do not seek assistance in completing the form. It is expected that most participants will not be able to answer all the questions correctly. (If you were able to answer everything correctly, you might not need the workshop.) Do the best that you can. The workshop is ungraded, and the results of the survey will be compared with a post-test to help show what a participant has learned as a result of the workshop.

I appreciate your effort in completing this survey. Please return completed pre-test/surveys within five days to Mark Munas in Staff Assessment and Development. Should you have any questions concerning the up-coming workshop, please do not hesitate to call - 870-4817.

Thank You

Mark A. Munas
Staff Assessment and Development

Appendix K

Preliminary Course Evaluation Form

Appendix K

The Working Manager
Personnel Selection Workshop
PRELIMINARY EVALUATION

Directions: Place a check on the line which best expresses your opinion of the statement that it preceeds.

	Excellent	Good	Fair	Poor
The session was conducted with enthusiam	______	______	______	______
The presentation was clear and organized	______	______	______	______
The presentation was open to questions	______	______	______	______
The presentation was open to discussion.	______	______	______	______
The methods used were effective.	______	______	______	______

Directions: Briefly answer the questions which apply.

I still have questions about ...

____

____

____

I feel I need more information on ...

____

____

____

I liked ...

____

____

Appendix L

Inservice Evaluation Form

Appendix L

OSCEOLA TEACHER EDUCATION CENTER SDP-03

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

REQUEST FOR APPROVAL

EVALUATION OF INSERVICE ACTIVITIES

Component No. ________ Name of Component ________

Name of Instructor ________

CONSULTANT EVALUATION:

	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicabl
Workshop was conducted with enthusiasm.				
Presentation was clear and organized.				
Open to questions, discussions, flexible.				
Methods and/or media used were effective.				

General Comments: ________

COMPONENT EVALUATION:

	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicabl
Objectives of this inservice were clarified and discussed.				
There was a direct correlation between announced objectives and activities.				
The specific objectives were adequately met.				
The inservice met my immediate needs.				
The inservice met my long range needs.				

General Comments: ________

An Equal Opportunity Agency

FC-710-0134
(Rev. 10/88)

Appendix M

Post-Test/Survey Cover Letter

Appendix L

OSCEOLA TEACHER EDUCATION CENTER SDP-03

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

REQUEST FOR APPROVAL

EVALUATION OF INSERVICE ACTIVITIES

Component No. ______________ Name of Component ______________________________

Name of Instructor ______________________________

CONSULTANT EVALUATION:

	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicabl
Workshop was conducted with enthusiasm.				
Presentation was clear and organized.				
Open to questions, discussions, flexible.				
Methods and/or media used were effective.				

General Comments: ______________________________

COMPONENT EVALUATION:

	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicabl
Objectives of this inservice were clarified and discussed.				
There was a direct correlation between announced objectives and activities.				
The specific objectives were adequately met.				
The inservice met my immediate needs.				
The inservice met my long range needs.				

General Comments: ______________________________

An Equal Opportunity Agency

FC-710-0134
(Rev. 10/88)

Appendix M

Post-Test/Survey Cover Letter

Appendix M

The Working Manager Personnel Selection Workshop

May 3, 1993

Dear Participant,

Congratulations on completing the Personnel Selection Workshop! Attached is a copy of the post-test/survey for workshop. The post-test/survey is used to determine any change in your opinions and knowledge about the workshop topics since completing the workshop. Please be honest with your responses, and do not seek assistance in completing the form.

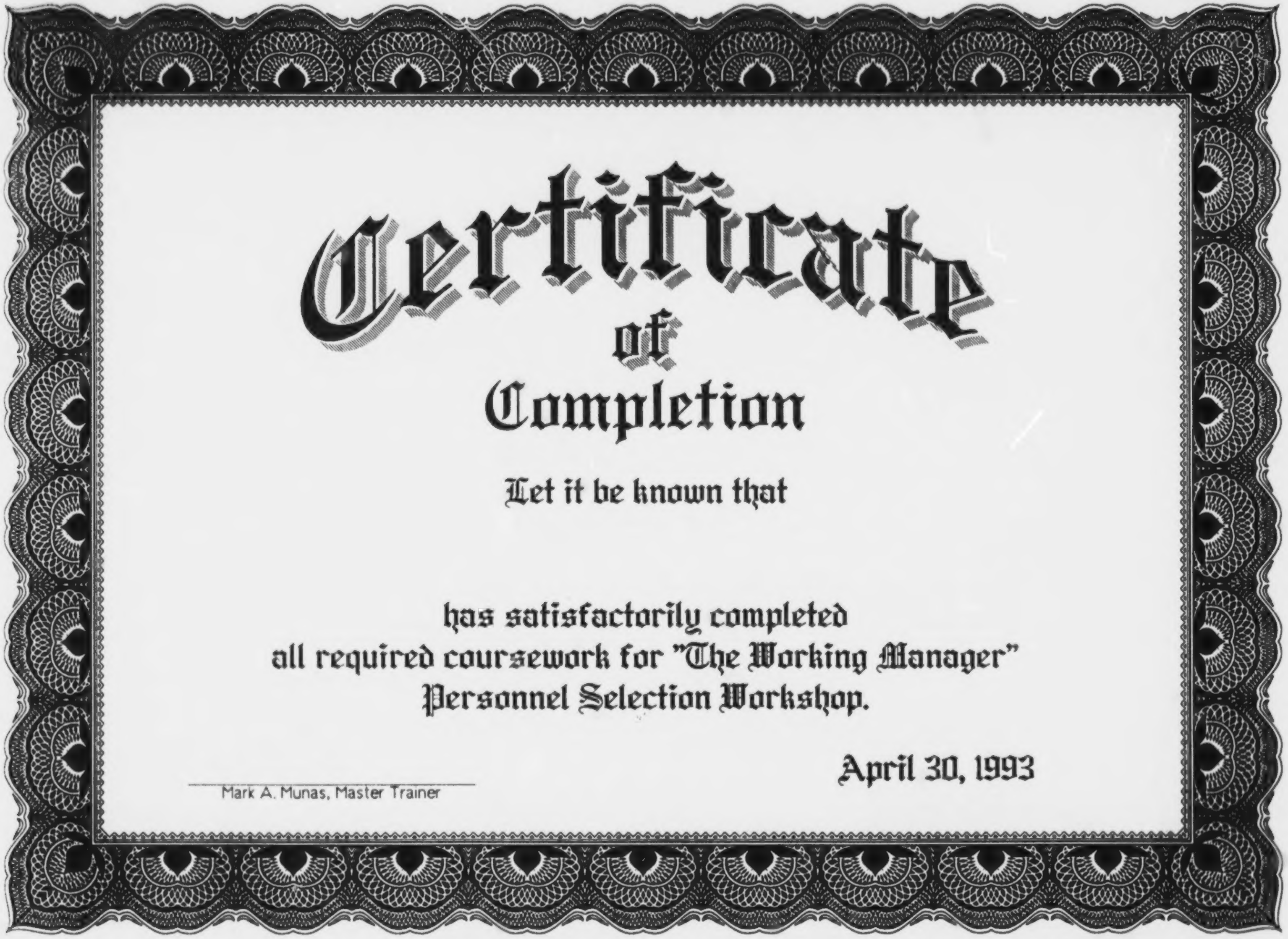
I appreciate your effort in completing this survey. Please return completed post-test/surveys within five days to Mark Munas in Staff Assessment and Development. Should you have any questions, please do not hesitate to call - 870-4817.

Thank You

Mark A. Munas
Staff Assessment and Development

Appendix N

Certificate of Completion



Certificate of Completion

Let it be known that

has satisfactorily completed
all required coursework for "The Working Manager"
Personnel Selection Workshop.

April 30, 1993

Mark A. Munas, Master Trainer

Appendix O

Memorandum of Completion to Principals

Appendix O

OFFICE MEMORANDUM

OSCEOLA COUNTY SCHOOL BOARD
817 Osceola Blvd.
Kissimmee, Florida 34744

CHRIS COLOMBO, SUPERINTENDENT

☐ NOTE AND FILE
☐ NOTE AND RETURN
☐ ANSWER, COPY TO ME
☐ REPLY FOR MY SIGNATURE
☐ TAKE CHARGE OF THIS
☐ SIGN
☐ COMMENT
☐ FOR YOUR APPROVAL
☐ FOR YOUR INFORMATION
☐ RETURNED

TO: School Principals	DATE May 8, 1993	MEMORANDUM NUMBER SD-93-130
FROM: Mark A. Munas, Staff Development Resource Teacher	SUBJECT Management Training Workshop	

The following individuals have successfully completed the Personnel Selection Workshop:

NAME	**SCHOOL**	**NAME**	**SCHOOL**
Joe Spina	MCE	Brian Kettinger	HTE
Pedro Acevedo	BCE	Armando Guerrero	NMS
Nathan Butler	MAE	Frank Rivera	CE
Michael Brown	VE	Linda Akins	PHE
Bruce Neal	CAE	Luciano Ortiz	TAE
Pedro Cruz	HE	Joe Hilow	BMS
Michael Maida	RCE	Clara White	BCE
Raul Santiago	PHS		

These individuals have completed a rigorous course of study which included: personnel law, a job analysis, and abbreviated targeted selection interview training. As a result of the workshop and through group consensus, a targeted selection type interview guide was developed for use by the participants. This workshop is the first of its kind in the state for non-instructional managers. The design was so significantly different, that it has been recommended for inclusion at the Florida Staff Development Leadership Conference.

Attached to this memorandum is a personalized certificate of completion for the successful participant from your site. This will enable you to make a formal presentation of the certificate at a staff meeting or some other appropriate forum. We appreciate your role in permitting these individuals to attend the training program. We hope that as a result, they are better prepared to assist you in the selection process in the future.

If you have any questions about the workshop, please contact Mark Munas at 870-4817.

Thank You.

cc: C. Colombo
W. Vogel
M. Dean Cherry

An Equal Opportunity Agency

The Working Manager

Personnel Selection Workshop

Osceola District Schools
Kissimmee, Florida

Mark A. Munas
Workshop Coordinator/Author

TRAINER'S MANUAL

Training Outline

The Working Manager
Personnel Selection Training
TRAINING OUTLINE

Day One - Personnel Selection Training

OPENING ACTIVITY: T.P. Introductions (Brooks, 1992)

1. As each participant enters the room, ask each one to take "some" toilet paper. Give no further directions.
2. When the group is seated ask each participant to count the number of sheets they have taken.
3. Ask the participants to introduce themselves and an adjective to describe themselves - one for every sheet of toilet paper.

HOUSEKEEPING ACTIVITIES: Learning Style Influenced (Dunn, 1990)

1. Name Plate Construction
2. Distribute Workshop Notebooks
3. Introduce **Workshop Objectives** - Chart Paper

   As a result of this workshop, participants will be able to:
   - Understand the steps of the scientific problem-solving model and be able to demonstrate the use of the Gordon Brainstorming technique.
   - Identify the steps of a pre-employment interview.
   - Identify legal and illegal interview questions.
   - Demonstrate basic targeted selection interviewing techniques.
   - Identify the basic guidelines of Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act.
   - Identify the basics of the employee induction process.
4. Workshop Schedule - Chart Paper/Stand

   DAY ONE: Problem-Solving/Interviewing Legal Issues/ Disabilities Legislation

   DAY TWO: Review/Targeted Selection/Induction

HOUSEKEEPING: Continued

5. Daily Schedule of Events: Chart Paper/Stand
    8:00 BEGIN
    9:15 BREAK
    11:30 LUNCH
    12:30 AFTERNOON SESSION
    1:45 BREAK
    3:30 ADJOURN
6. Introduce rules of Facilitative Leadership:
    - We are all colleagues - let's respect each other.
    - It's okay to disagree.
    - Listen as an ally.
    - Everyone participates, no one person dominates
    - Honor time limits

    (Interaction Management, 1988:3)
7. POINTS - 15 points - must attend all sessions and complete pre and post -test/surveys
8. RESTROOM LOCATION - POLICY
9. COFFEE/TEA/COOKIES/DONUTS

ACTIVITY:

1. " Somewhere on a half-sheet of paper or in your manual, identify two (2) expectations that you have for the 2 days that we are together."
2. As a group, share your expectations. Determine within your group two common expectations.
3. Write your group's two expectations on the Chart Paper provided and post them on the left wall of the room.
4. Discuss the similarities and differences in the different groups.

CHART PAPER:

QUOTE: Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.
— Chinese Proverb (Instant Library 1.0, 1991)

BREAK

INTRODUCE PROBLEM-SOLVING:

Introduce the Scientific Problem-Solving Method and the Gordon Method of Brainstorming

OVERHEAD TRANSPARENCIES:

1. **STEPS OF THE SCIENTIFIC PROBLEM -SOLVING METHOD**
    1. Identification of Problem
    2. Analysis of Problem

3. Brainstorm Possible Solution Strategies
4. Action Plan (Solution Strategy Implementation)
5. Evaluation

HANDOUT #1 - Steps of the Scientific Problem-Solving Method

2. **GORDON TECHNIQUE OF BRAINSTORMING**

GROUND RULES: (Gordon, as quoted by Mallison, 1992)

1. Judicial thinking must be withheld -- until idea process is carried out.
2. Free wheeling is welcome
3. Quantity is wanted
4. Combination and improvement of ideas are sought.

STEPS:

1. Chairperson leads a group discussion of subject central to problem.
2. Chairperson does not reveal specific problem-assignment until the group is near solution.
3. Group engages in free discussion with chairperson questioning/guiding and providing problem information.
4. Group seems close to solution(s), the chairperson reveals specific problem - principles are crystallized and the group develops idea in detail.

ACTIVITY: BRAINSTORMING ACTIVITY

Divide participants into small groups (4-5 members) Using the methods just described, have the participants brainstorm solutions to the following problem: (Distribute one copy of the scenario to a "Chairperson" in each group.)

> As head custodian, you must decide how to handle this situation. An employee of yours has just been told by the doctor that he will be out six (6) weeks. Your principal has said that funds are not available for a substitute for all six weeks, but you may have a substitute for five (5) days. As chairperson of your group you might begin the brainstorming by suggesting how many way you could cut back services without effecting the school as a whole, or perhaps you might ask how you could rotate duties to improve efficiency

DISCUSSION: How can brainstorming help you in your job as a manager?

REVIEW: Brainstorming

HANDOUT #2 - The Gordon Technique of Brainstorming

HANDOUT #3 - Definition of Personnel Selection

Guest Speaker: Martha Mann, Personnel Records Clerk
Discussion of: JOB ADVERTISEMENT
APPLICATION PROCESS
TIMELINE FOR APPT.

Guest Speaker: Russell Anderson, Race Relations Specialist
Discussion of: AFFIRMATIVE ACTION

HANDOUT #4 - Selected School Board Rules - School Board Rules of Osceola County, Florida

LUNCH BREAK

INTRODUCE INTERVIEWING:

OVERHEAD TRANSPARENCY:

STATE AND FEDERAL STATUTES RELATIVE TO EMPLOYMENT

1. Title VII of the Civil Rights Act of 1964
2. Title IX of the Civil Rights Act of 1964
3. The Florida Human Rights Act of 1977
4. Executive Order 11246 - Affirmative Action
5. The Civil Rights Act
6. Age Discrimination In Employment Act of 1967 (Revised 1979)
7. 38 U.S.C. 4212 Vietnam Veterans Readjustment Assistance Act of 1974
8. The Pregnancy Discrimination Act of 1978
9. The Immigration Reform and Control Act of 1986
10. Sexual Harassment
11. Section 504 of the Rehabilitation Act of 1973
12. American with Disabilities Act of 1990
13. Discrimination Based Upon Sickle Cell
14. The Bankruptcy Code
15. The National Labor Relations Act

HANDOUT #5 - State and Federal Statutes Relative to Employment a brief description of each law and its effect on the educational community.

DISCUSSION OF THE LAWS, RULES, REGULATIONS AND GUIDELINES

INTRODUCE INTERVIEW BASICS - Discussion of Topics
HANDOUT #6 - Steps in the Selection Process
HANDOUT #7 - Interviewing Guidelines
HANDOUT #8 - Techniques for Interviewing
HANDOUT #9 - Suggestions for Interviews
HANDOUT #10 - Sexual Harassment
HANDOUT #11 - Sexual Bigotry

BREAK

ACTIVITY- ROLE PLAY - *OVERHEAD TRANSPARENCY*

Scenario: An opening has occurred in your facility for a position which you directly supervise. You have been asked to interview prospective candidates. Select an interviewer and candidate. Conduct the role play once for everyone. Break-out into small groups of 4 - one person act as interviewer others are candidates. During the interview, the other candidates should observe the interview and offer suggestions as to legal conduct. Discuss the activity. Was it uncomfortable? Why?

DISCUSSION OF THE EEOC ADMINISTRATIVE PROCESS

HANDOUT #12 - Equal Employment Opportunity Commission Administrative Process

DISCUSSION, QUESTIONS AND REVIEW OF INTERVIEW BASICS

INTRODUCE: JOB ANALYSIS
***OVERHEAD TRANSPARENCY* - JOB ANALYSIS TECHNIQUES**

HANDOUT #13 - Job Analysis Techniques

ACTIVITY: Group Break-Out (4 per group) - Create a job description which would be useful in your worksite. Should the job description be generic or job specific. Group brainstorm.

HANDOUT #14 - Job Description - Custodian

REVIEW

ADJOURN - Remind Participant of the date of the next session, time and location.

Day Two- Personnel Selection Training

INTRODUCTION

REVIEW: **PROBLEM-SOLVING**
FEDERAL AND STATE STATUTES REGARDING EMPLOYMENT
INTERVIEWING BASICS

UNDERSCORE TOPICS WHICH WERE UNCLEAR FROM FIRST SESSION - See Preliminary Evaluation Report

INTRODUCTION OF GUEST PRESENTER

INTRODUCTION: TARGETED SELECTION INTERVIEWING
OVERHEAD TRANSPARENCY:
COMPONENTS OF THE TARGETED SELECTION PROCESS

1. Use past behavior to predict future behavior.
2. Identify the critical job requirements - dimensions
3. Organize selection elements into a comprehensive system
4. Apply effective interviewing skills and techniques
5. Involve several interviewers in organized "data exchange" discussions.

(Byham, 1984: 2-23)

BREAK

DISCUSSION: THE COMPONENTS OF TARGETED SELECTION

1. Past Behavior: STAR - Situation or Task, Action and Result
2. The Importance of Dimensions
   Determining Dimensions for Target Audience
3. Selection Systems
4. Questions for targeted dimensions

LUNCH

5. The targeted selection interview
   - interview guide
   - written notes
   - closing the interview
6. Data analysis

ACTIVITY: TARGET SELECTION INTERVIEW ROLE PLAY

Group break-out (Three per group: One interviewer, one candidate, and one observer) Role play the interview. Rotate until everyone has served in each role. Discuss the results of observations.

BREAK:

GROUP DISCUSSION/REVIEW TARGETED SELECTION

INDUCTION PROCESS

OVERHEAD TRANSPARENCY:

THE PURPOSES OF EMPLOYEE INDUCTION

1. To make the employee feel welcome and secure.
2. To help the employee become a member of the team.
3. To inspire the employee towards excellence in performance
4. To help the employee adjust to the work environment.
5. To provide information about the community, school system, school building, faculty and staff.
6. To acquaint the employee with other employees with whom he/she will be associated.
7. To facilitate the opening of school each year.

(Rebore, 1991:137)

ACTIVITY: BRAINSTORMING - INDUCTION

Group break-out (4 per group). Groups will utilize the brainstorming strategies we have discussed to design an employee induction process which would be useful in the site district.

REVIEW: KOOSCH BALL REVIEW (Brooks, 1992)

CLOSURE:

Write down at least two things that you've learned as a result of this training. Share these with the group.

EVALUATION

Reference List

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Byham, William C. Targeted Selection. Development Dimensions International. Pittsburgh, Pennsylvania, 1984.

Catt, Stephen E. and Donald S. Miller. *Supervision: Working with People*. 2nd ed. Boston, MA: Richard D. Irwin, Inc.,1991. pp 351-353.

Cohen, Clifford. "A Guide for Pre-Employment Interviewing." Kansas Division of Personnel Services (originally published in December 1976 newsletter of the American Association for Affirmative Action and revised in March 1980).

Daynes, Kristine S. "Disabilities Act in Action." *Personnel*, October 1990, pp. 11-12.

Dunn, R. "Rita Dunn Answers Questions on Learning Style." *Educational Leadership*, October 1990, pp 15-19.

Equal Employment Opportunity Commission. *EEOC Publication P/E 1*. U.S. Government Printing Office. Washington, D.C., 1992

"Facilitative Leadership" Training Notebook. Interaction Associates, San Fransisco, CA., 1988.

Instant Library, Version 1.0 (Computer Program). Nova Development Corporation, 1991.

Mallison, Linda. *Practicum Orientation Workshop - The Gordon Technique of Brainstorming*. September, 1992.

Rebore, Ronald W. *Personnel Administration in Education: A Management Approach*. Allyn and Bacon. Needham Heights, New Jersey. 1991.

Rothwell, William J. "HRD and the Americans with Disabilities Act." *Training and Development*, August 1991, pp. 45-47.

Rue, Leslie W. and Lloyd L. Byars, *Supervision: Key Link to Productivity*. Boston, MA: Richard D. Irwin Inc.,1990. pp 163-164.

Schuler, Randall S., Nicholas J. Beutell and Stuart A. Youngblood. Effective Personnel Management. St. Paul, MN: West Publishing Co., 3rd edition. 1989. pg. 137.

Stevens, George E. Cases and Exercises in Human Resource Management. Boston, MA: Richard D. Irwin, Inc., 1991. pp. 475-477.

Taylor, Rose. Educational Leadership 510 Handouts: "Techniques for Interviewing" and "Legal and Illegal Pre-Employment Questions." February-March, 1992.

Handout #1

Scientific Problem-Solving Method

1. Identification of Problem
2. Analysis of Problem
3. Brainstorm Possible Solution Strategies
4. Action Plan (Solution Strategy Implementation)
5. Evaluation

Handout #2

The Gordon Technique of Brainstorming

Brainstorming is intentionally unihibited, conference type group approach to generating ideas. Four ground rules are observed:

1. Judicial thinking must be withheld until ideation is carried out.
2. Free wheeling is welcome
3. Quantity (of idea) is wanted
4. Combination and improvement of ideas are sought

The objective is to produce the greatest possible number of alternative ideas for later evaluation and development. The steps in the Gordon Technique are:

1. Chairperson leads a general group discussion of a subject which is central to the problem.
2. The Chairperson does not reveal the problem assignment to the group until he/she feels that the group is getting close to a satisfactory solution.
3. The group has a free discussion with the Chairperson only questioning and guiding and occassionally providing problem-related information.
4. When the group feels close to a good solution(s), the chairperson reveals the specific problem -- whereupon the principle behind the solution is crystallized, and the group then develops the idea in detail.

The objective is to produce the best idea and to carry it through to testing, verification, development and production in final form.

Attribute Listing: a technique used principally for improving things. Procedure: 1) Choose some object to improve, 2) List the parts of the object, 3) List the essential qualities, features, attributes of the object and its price, 4) Systematically change or modify the attributes. The object is to better satisfy the original purpose of the object or to fulfill a new need with it.

Input-Output Technique: A method for solving dynamic-system design problems. Procedure: 1) Specify the input--the power or force going into the system, 2) Specify the output--the corresponding action/ reaction sought, 3) Define the limiting requirements or specifications, 4) Bridge the gap between input and output--find ways to make the input produce the desired output within specifications. The objective is to produce a number of possible solutions which can be tested, evaluated and developed.

Catalog Technique: The reference to various and sundry catalogs as a means of getting ideas that will, in turn, suggest other ideas.

Free Association: A method of stimulating the imagination to some constructive purpose. Procedure: 1) Jot down a symbol--word, sketch, number, picture which is related in some way to some important aspect of the problem, 2) Jot down another symbol suggested by the first one, 3) Continue as in Step 2--ad lib-- until ideas emerge. The objective generally is to produce a quantity of intangible ideas, such as advertising slogans, designs, names and so on.

Forced Relationship: A method which has the same basic purpose as Free Association, but which attempts to force association. Procedure: 1) Isolate the elements of the problem at hand, 2) Find the relationship between these elements, 3) Record the relationships in an organized fashion, 4) Analyze the record of the relationships--to find the patterns or basic ideas present. Develop new ideas from these patterns.

Edisonian Method: An approach consisting principally or performing a virtually endless number of trial and error experimentation. A "last ditch" approach, to be resorted to only when other more systematic methods have completely failed to produce the desired results; and/or when one is knowingly and necessarily delving into the unknown, into areas of basic research.

Checklist-List Technique: A system of getting ideas--clues or leads by checking the items on a prepared list against the problem or subject under consideration. The objective is to obtain a number of general ideas for further follow-up and development into specific form.

Morphological Analysis: A comprehensive way to list and examine all of the possible combinations that might be useful in solving some given problem. Procedure: 1) State your problem as broadly and generally as possible, 2) Define the independent variables present in the problem as broadly and completely as possible, 3) Enter the variables as the axes of a morphological chart or make a permutational listing, 4) Select the most promising alternatives and follow them through.

QUESTIONING TECHNIQUES

1. Brainstorming questions begin as follows:
   How many ways... How many ideas... List all of the ... Name as many ...
2. Viewpoint questions ask the learner to analyze a character, event, or object as another person would. By projecting various views on a given situation, the student better understands the situation. Viewpoint questions begin as follows: How would this look to a (fireman, biologist)? What would this look...?
3. Involvement questions ask the student to take on the role of another person or thing. They require a student to take the unfamiliar and make it familiar. Examples follow: How would you feel if you were this (chair, pen, etc.)? What would you do if you were (an ant, a tree)?
4. No practical limitation questions as the student to imagine situations as if they were ideal. By generating ideas without the blocks or barriers of reality the students' thinking can be reordered allowing more creative approaches in a given situation. The following is one form these questions can take: how would you solve the problem (i.e., boredom in school) if anything you wanted could happen?
5. Forced association questions ask the learner to generate ideas about a historical situation, a character, literary meaning, or a given situation by playing with the ideas that have nothing to do with the original situation. This often allows the most unique and creative thinking.
   How is a _________ like a ___________?
   How can a _________ give us an idea for solving this problem?
6. Reorganization model asks the students to describe the consequences of a new arrangement of the facts. By restructuring reality new insights are gained concerning the situation. What if ...? Suppose that...? What would be the consequences be if ...?

Reference
Mallison, Linda. Practicum Orientation Workshop - The Gordon Technique of Brainstorming. September, 1992.

Handout #3

Personnel Selection - is the process of gathering information for evaluating and deciding who should be hired, under legal guidelines, for the short- and long-term interests of the individual and the organization.

Schuler, Randall S., Nicholas J. Beutell and Stuart A. Youngblood. Effective Personnel Management. St. Paul, MN: West Publishing Co., 3rd edition. 1989. pg. 137.

Handout #4

SELECTED SCHOOL BOARD RULES
THE SCHOOL DISTRICT OF OSCEOLA COUNTY

1.2.1 J. Appointment and Reappointment of Personnel

The Board shall act in compliance with Section 230.23, subsection (5), Florida Statutes, with regard to the appointment of instructional and non-instructional personnel.

In emergency cases, the Superintendent may make temporary appointments to approved positions pending action by the School Board at the next meeting.

The School Board may reject for good cause any supervisor, principal or other employee nominated in accordance with Section 230.23, subsection (5) (b), Florida Statutes. In the event the third nomination by the Superintendent for any position is rejected, the School Board shall then proceed on its own motion to fill such position.

1.14 AFFIRMATIVE ACTION

1.14.1 General Statement

The School Board of Osceola County, Florida is legally committed and morally responsible to ensure that equal educational opportunities are available to all individuals within the district who are eligible under the laws of the State of Florida to receive a free public education in the district. Educational programs and employment opportunities shall be made free of any sexual harassment and discrimination based on race, color, religion, political opinions or affiliations, age, sex, handicap, veteran status, national origin or other non-merit factor, except where a previously mentioned condition is a bona fide occupational qualification of employment.

Every applicant and employee has the right to present a complaint of alleged discrimination or sexual harassment in employment and, in so doing, be free from restraint, intimidation, harassment, interference, coercion or reprisal because he/she has filed a charge, testified, assisted or participated in any phase of investigations, proceedings or hearings pursuant to this policy.

Prior to accepting a formal written complaint, the Assistant Superintendent for Personnel and Administrative Services shall urge an employee to contact his/her immediate supervisor who shall be responsible for timely consideration and resolution of discrimination concerns.

The Board's functions of leadership, technical assistant and evaluation shall be applied to the implementation of this commitment. The commitment of providing equal educational opportunities shall apply in all program areas.

DEFINITIONS:

The following definitions shall apply to the terms stated throughout this Policy:

A. Affirmative Action is a concept which requires an employer to do more than refrain from discriminatory practices and policies, and to go beyond the maintenance of policies of passive non-discrimination, by taking positive results-oriented steps toward the elimination of discriminatory barriers.

B. Complaint is a statement which alleges that an organization or person has been or is engaged in employment discrimination.

C. Investigation is a detailed examination of the facts to determine if discriminatory employment practices did or did not occur.

D. Party is a complainant or respondent.

E. Respondent is a person, agency or part of any agency accused of discriminatory conduct regarding employment by the School Board.

F. No Reasonable Cause means, upon consideration of the facts, a person could conclude that the respondent has not engaged in an employment practice made unlawful by State or Federal law.

G. Equal Employment Opportunity Designee is an employee appointed by the Assistant Commissioner for Affirmative Action to coordinate the complaint process in an organizational or institutional unit.

H. Discrimination is illegal treatment of a person or group (either intentional or unintentional) based on race, color, national origin, religion, sex, handicap or veteran's status. The term also includes the failure to remedy the effects of past discrimination.

I. Bona Fide Occupational Qualifications means employment in particular jobs may not be limited to persons of a particular sex, age, race, creed, color, religion or national origin unless an employer can demonstrate that sex, age, religion or national origin is an actual qualification of performing the job.

J. Sexual Harassment is a violation of Section 703 Title VII of the Civil Rights Act of 1964. Sexual harassment is defined as being any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment occurs when (l) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

K. Discrimination in Employment shall mean:

(1) To fail or refuse to hire, or to discharge an individual, or otherwise to discriminate against, any individual with respect to his/her compensation, terms, conditions or privileges of employment because of such individual's race, color, religion, age, sex, non-disabling handicap, national origin or other non-merit factor, except where sex, age, or physical or mental condition is a bona fide occupational qualification of employment.

(2) To limit, segregate, or classify an employee in any way which would deprive or tend to:

a. Deprive an individual of employment opportunities;

b. Otherwise adversely affect an employee's status as an employee because of such individual's race, color, religion, political opinions or affiliations, age, sex, non-disabling handicap, national origin or non-merit factor, except where sex, age or other physical or mental condition is a bona fide occupational qualification of employment.

(3) To abuse, restrain, intimidate, harass, interfere with, coerce, discriminate against, institute reprisal against or otherwise defame an employee because of such individual's race, color, religion, political opinions or affiliation, age, sex, non-disabling handicap, national origin or other non-merit factor, except where sex, age, or physical or mental condition is a bona fide occupational qualification of employment.

1.14.2 Implementation

The Superintendent shall implement the affirmative action policy of this Board by all appropriate means, including the following:

A. Ascertain that all unnecessary references to sex, race, religion or national origin have been removed from any and all applications for employment or for enrollment in programs.

Amended 7/23/91

B. The term "An Equal Opportunity Agency" shall be printed on all stationary and applications for employment.

C. Maintain a continuous review of all curriculums and curriculum materials to avoid sex-biased materials.

D. Disseminate information to all employees that a credit union is available to help meet their financial needs.

E. Maintain an exit interview program to ascertain reasons for and solutions to any existing turnover problems among minority and female employees.

F. Provide ample opportunities for employees to discuss individual problems informally outside normal administrative channels to obtain needed advice and counseling with complete confidentiality.

G. Promulgate an administrative memorandum providing a method for the filing of formal written complaints alleging discrimination and assuring that such complaints will be fully investigated, receive an impartial review, and take appropriate action on the same if warranted.

H. Continue to maintain an active recruitment program in colleges throughout Florida and the southeastern United States having predominantly black graduates.

I. Report at least annually to the Board as to the implementation of this Plan and to recommend to the Board change in this policy or additions thereto from time to time as he may deem advisable or appropriate.

4.0 NON-INSTRUCTIONAL PERSONNEL

4.1 EMPLOYMENT RULES

4.1.1 Qualifications of Non-Instructional Personnel

Amended 7/23/91 A. To be eligible for appointment to any position in the School District of Osceola County, a person shall be of good moral character and when required by law, hold a certificate or license issued under regulations of the State. No individual under the age of sixteen (16) may be employed, except as provided in Board rule 6.9.8 and State Board Regulation 6A-1.097.

B. All new employees, all employees returning from a leave of ninety (90) or more days and all former employees with a break in service of ninety (90) or more days, shall have a tuberculosis skin test or, at their own expense, a chest X-ray, at the beginning of the school year or within the ninety (90) day probationary period.

Amended 7/23/91 C. If the School Board has reasonable cause to believe that a school employee is infected with the Acquired Immune Deficiency Syndrome, the School Board may require said individual to submit an appropriate medical evaluation. A determination will be made by a team of Public Health personnel, the employee's physician and appropriate school district personnel.

D. Florida Statutes 876.05 provides that all persons who are on the payroll of the School Board shall be required to take an oath of office to support the Constitution of the United States and of the State of Florida. The oath, as amended by the United States Supreme Court, is included in the Appendix to these rules.

E. All new employees of the School Board, as a condition of employment, shall be screened for illegal drugs.

Amended 7/23/91 F. All new employees, except school-based food service workers and non-instructional substitutes, will pay the full cost of drug screening.

Amended 7/23/91 G. All new employees, except school-based food service workers and non-instructional substitutes, will pay the full cost of physicals.

H. All new employees and former employees with a break in service of ninety (90) or more days upon employment shall file a complete set of fingerprints taken by an authorized law enforcement officer. These fingerprints shall be submitted to the Department of Law Enforcement for state processing and to the Federal Bureau of Investigation for federal processing.

Amended 7/23/91 I. All new employees, except school-bases food service worker and non-instructional substitutes, will pay the full cost for processing of fingerprints with the Florida Department of Law Enforcement and the FBI.

J. All non-instructional positions shall require either a high school diploma or a G.E.D. after July 1, 1990. Current employees without high school diplomas shall be "grandfathered" and allowed to continue working in their current positions.

If an area is determined to be a "critical shortage" area by the Personnel Department, the Superintendent may waive this requirement by notifying the School Board of the dates for such a waiver.

K. Applicants shall file true and accurate information on the application form when applying for a position. Any applicant who is discovered to have given inaccurate information on the application form shall be considered for disciplinary action up to and including termination.

A review panel, consisting of the employee's administrative supervisor and the Director of Personnel Services, shall determine the appropriate disciplinary action to be taken, which may include an additional probationary period.

L. An administrator, with written approval from the Personnel Department, may place a current employee into an advertised vacant position, for which the employee qualifies, for a period of time not to exceed sixty (60) days.

The employee shall be called "Acting..." and shall be entitled to all benefits due the position being occupied.

The administrator will recommend that the employee return to his/her former status or be given the "acting" position on a permanent basis prior to the close of the sixty (60) days.

M. All new personnel are required to be members of the Florida Retirement System. A copy of the employee's social security card must be on file before starting employment.

N. All personnel must complete a W-4 Form to authorize proper withholding of monies for income tax purposes.

O. All non-instructional personnel shall meet the qualifications required by law and perform those duties described in the Non-Instructional Personnel Job Description Handbook.

Auth: 230.22, F.S.
Imple: 230.23(5), 231.02 and 876.05, F.S., and SBE Regulations 6A-1.97

P. Drug Screening

(1) All new employees will be required to take a drug screening test effective October 1, 1989 .

(2) Prior to being recommended for employment by the Superintendent, each applicant shall be required to submit a urine sample for a

screening test. If the screening shows the presence of an illegal drug, the sample shall be then tested by the GCMS method.

(3) No prospective employee will be hired if the results of the drug screening test indicates the presence of an illegal drug, regardless of the frequency or occasion. Provided, however, the prospective employee may request a waiver if he/she can show a valid prescription for the drug, issued by a licensed medical practitioner or can provide the drug was purchased pursuant to the provisions of section 893. 08, Florida Statutes . The Superintendent or his designee shall verify the validity of the prescription or compliance with the provisions of section 893 . 08, and consider the request in light of the extent, duration and frequency of use of the drug; the underlying cause for use of the drug; and any other considerations relevant to the performance of the requirements of the position applied for. The Superintendent's decision on any request for waiver shall be final.

(4) The term 'illegal drug' as used in this rule shall mean, any drug listed or defined as a 'controlled substance' by chapter 893, Florida Statutes .

(5) Applicants whose results are positive on the drug screening test may not reapply for employment until one (l) year after the date the sample was given.

(6) Please note the following related to who is to be tested and confidentiality of testing:

a. Employees returning from a Board approved leave of absence or sabbatical will not be tested.

b. Prospective employees will not begin work until the results are returned. (Substitute employees will be available in emergency situations.)

Amended 7/23/91

c. The successful applicant from all employee groups (Administration, Instructional, and Non-Instructional) will be tested as well as Adult Education teachers andsubstitutes. As determined by the Personnel Department, other personnel who have contact with students may be tested.

d. Test results are confidential medical records.

e. The Board has no plans to recommend random drug testing of current employees.

4.1.2 Employment Procedure

A. Appointment

The selection of new appointees shall be originated by the administrator of the unit in which the individual is to work, and proceed through the chain of command.

Application blanks shall be provided by the District Office and shall be filled out by the applicants to provide pertinent data for evaluation.

At least three (3) references relative to character and performance of duty shall be submitted along with recommendations.

Amended 7/23/91 Appointments shall be made by the Board, and notice thereof shall be given to each appointee after spreading upon the minutes a record of such appointment.

Amended 7/23/91 If an appointment is to a position of temporary or substitute employment, the record of appointment in the Board minutes and the notice of appointment shall so state.

Non-instructional personnel shall be required to pass skill proficiency tests as determined by the Superintendent. The criteria for administering and scoring shall be approved by the Board.

Revised 7/23/91 B. Year of Service and Pay Levels

(1) The minimum time which shall be recognized as a year of service for pay purposes shall be at least one (1) day more than half of the number of work days required in the year.

(2) When a year of experience is required for a level upgrade, the administrator and the Personnel Department will be required to verify a complete year of experience. The following rules apply for instructional upgrades:

a. Personnel pay levels 10D and higher may only be upgraded one level per fiscal year.

b. An employee may receive a level upgrade on or after his anniversary date with the completion of an additional experience year, any other level requirements and the recommendation of the supervisor.

c. If an employee meets all experience level requirements and is recommended for an upgrade by the supervisor, he may be promoted during the same year once he meets other requirements (education, training, technical skills, etc.) and receives the recommendation of the supervisor.

d. Upgrades will become effective upon approval by the Board.

C. Probationary Period

Amended 4/16/91 All new non-instructional employees shall be placed on a ninety (90) day probationary period. If an employee's fingerprint report does not clear within the ninety (90) day probationary period, the probationary period will continue. Benefits may be extended to the employee after ninety (90) days of employment if the delay in clearance of fingerprints is due to no fault of the employee. Probation may be waived by the Superintendent for returning employees provided that the employment with the School Board has been within the past five (5) years. This waiver provision shall not apply to temporary employment contracts. At the conclusion of the probationary period the employee shall either be placed on regular employment status or terminated.

D. Fingerprint Clearance

Adopted 4/16/91 All non-instructional employees shall be deemed to have cleared the fingerprint process after three (3) sets of fingerprints have been Federal Bureau of Investigation have cleared the employee(s) based on a name search.

4.1.3 Salary Schedules

A. Salary schedules for non-instructional personnel shall provide for the various classifications of employees of the Board. Salary differentials shall be based on objective factors which shall be set forth in the salary schedule. The Board shall annually adopt and spread on its minutes a salary schedule for employees. New positions or classifications added during the year for which provisions were not made in the annual salary schedule shall be included in such salary schedule by proper amendments officially adopted by the Board.

B. All regular employees of the School Board, employed on an hourly, daily, or monthly basis and for which payroll deductions are required, shall receive all compensation for services rendered by School Board Warrants.

Amended 7/23/91 C. Testing criteria and procedures for non-instructional office positions will be adopted by the School Board.

D. Experience Pay

(1) Experience pay shall be granted, provided the experience is in the area of work being done at the present time. Outside work experience up to a maximum of five (5) years may be brought into the system and verification on approved forms must be returned to the Personnel Department before the end of the ninety (90) day probationary period.

(2) Verified past work experience to be used for pay purposes must be complete, properly filled out and returned to the personnel department during the ninety (90) day probationary period. Verified experience will be paid retroactively from the first day of employment.

Amended 7/23/91 (3) Personnel transferring or being promoted into new positions will have ninety (90) days to verify their work experience for pay purposes in the new position.

(4) Personnel transferring within the same pay grade (example: aide to aide, secretary to key punch) shall maintain their level of experience, provided the person meets the qualifications that the new position requires.

Amended 7/23/91 E. No deductions shall be made from the salaries of the employees of the Board unless such deductions are required by law or approved in writing by the employee to be affected. Such authorization shall continue until terminated in writing.

Auth: 230.22, F.S.
Imple: 230.23(5)(d), F.S. and SBE Regulation 6A-1.52

4.1.4 Definitions of Non-Instructional Personnel

A. Full-time employees are those personnel who are employed to work four (4) or more hours each day and five (5) days each week unless otherwise stipulated by School Board Rules.

Full-time employees are entitled to all fringe benefits provided by the School Board.

Amended 7/23/91 B. Part-time employees are those personnel who work less than twenty (20) hours weekly.

Any part-time employees hired after adoption of this rule are not entitled to fringe benefits by the School Board, however, those currently employed will continue to receive fringe benefits until their employment is terminated.

Amended 7/23/91 C. Temporary employees are those personnel who are paid only for the hours they actually work. They are not entitled to the fringe benefits provided by the School Board. Employees shall be informed at the time of employment that such employment is of a temporary basis rather than permanent. This employment shall not be in excess of six (6) calendar months in a school year.

D. Substitute employees are those who perform services which are normally performed by a permanent employee and which are performed during the absence of a permanent employee not receiving pay. They are not entitled to the fringe benefits provided by the School Board.

Handout #5

State and Federal Statutes Relative to Employment

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

It is an unlawful employment practice for an employer to refuse to hire or discharge any individual on the basis of race, color, religion, sex or national origin. An employer is further prohibited from discriminating against an employee with respect to compensation, terms, conditions or privileges of employment based on these factors.

TITLE IX OF THE CIVIL RIGHTS ACT OF 1964

Often called the Educational Amendments Act of 1972, this law extended the coverage of the Equal Pay Act of 1963,and prohibits discrimination based upon sex for employees and students of educational institutions.

THE FLORIDA HUMAN RIGHTS ACT OF 1977

An employer is prohibited from discriminating with respect to compensation, terms, conditions or privileges of employment based upon race, color, religion, national origin, age, handicapped, or marital status.

EXECUTIVE ORDER 11246 - AFFIRMATIVE ACTION

Issued by Lyndon Johnson, this executive order prohibited discrimination against anyone in hiring and during employment on the basis of race, color, creed, or national origin, and further required that persons engaged with the federal government agree to take affirmative action measures in hiring. This order was amended to include sex and religion as protected issues under Executive Order 11375.

THE CIVIL RIGHTS ACT

Enacted after the Civil War, this act sought to ensure racial equality and provide the full benefit of all laws to the emancipated slaves. Section 1981 applies to private employers and 1983 applies to public employers both prohibit employers from depriving any citizen the rights, privileges and immunities secured by the Constitution and other laws.

AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 (Revised 1979)

This act makes it unlawful for an employer to refuse employment or discharge an employee because of the individual's age. This act covers employees in the forty (40) and over category. Any notice or advertisement of employment may not indicate a preference of age unless certain specific criteria are met.

VIETNAM VETERANS READJUSTMENT ASSISTANCE ACT OF 1974

This Act provided that school districts which receive more than $10,000 in Federal funds must take affirmative action to hire disabled veterans of all wars, and all veterans of the Vietnam era. For the purposes of this act, a "disabled veteran" is defined as a person receiving 30% or more disability from the Veteran's Administration or someone who has been discharged from the service due to disability.

THE PREGNANCY DISCRIMINATION ACT OF 1978

The prohibition against discrimination on the basis of sex as outlined in Title VII also prohibits discrimination on the basis of pregnancy, childbirth, or related medical conditions. Pregnancy related disabilities should not be treated differently from other temporary disabilities.

THE IMMIGRATION REFORM AND CONTROL ACT OF 1986

This act prohibits discrimination on the basis of national origin or citizenship status.

SEXUAL HARASSMENT

The prohibition against sex discrimination in Title VII also includes unwelcome sexual harassment in the form of sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature that has the effect of unreasonably interfering with work performance and creating an intimidating, hostile or offensive work environment.

THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973 prohibits discrimination against handicapped persons by employers who receive federal financial assistance or participate in contracts with the Federal government in an amount in excess of $2500. Affected employers must reasonably accommodate the needs of handicapped employees and take affirmative action to advance such employees.

THE AMERICANS WITH DISABILITIES ACT OF 1990

Under the ADA, the Civil Rights Act of 1964 which outlaws discrimination based upon race, sex, religion and national origin, will be extended to encompass the physically and mentally disabled. "Disability" is a term which has replaced the term - handicap - and may be defined in law as "temporary or permanent limitations on the ability of an individual to care for themselves, perform manual tasks, walk, see, hear, speak, breathe, learn or work." Case law has identified a number of conditions or illnesses as disabilities; on a case-by-case basis, illnesses such as tuberculosis, cancer, acquired immunodeficiency syndrome (AIDS), angina, diabetes, epilepsy, hypertension, anxiety disorders, dyslexia, blindness, multiple sclerosis, cerebal palsy, narcolepsy and manic depression have all been identified as disabilities.

DISCRIMINATION BASED UPON SICKLE CELL

Florida Statutes S448.075-076 prohibits employers from refusing to hire or discharging any person solely because such applicant or employee has the sickle cell trait. No employer may require testing for the sickle cell trait as a condition of employment.

THE BANKRUPTCY CODE

No private or public employer may discharge or discriminate against an employee who has filed for bankruptcy.

THE NATIONAL LABOR RELATIONS ACT

The National Labor Relations Act prohibits the discharge or discrimination of any individual based upon union membership, union activity or other protected activity.

Sources: Adapted From

Stevens, George E. Cases and Exercises in Human Resource Management. Boston, MA: Richard D. Irwin, Inc., 1991. pp. 475-477.

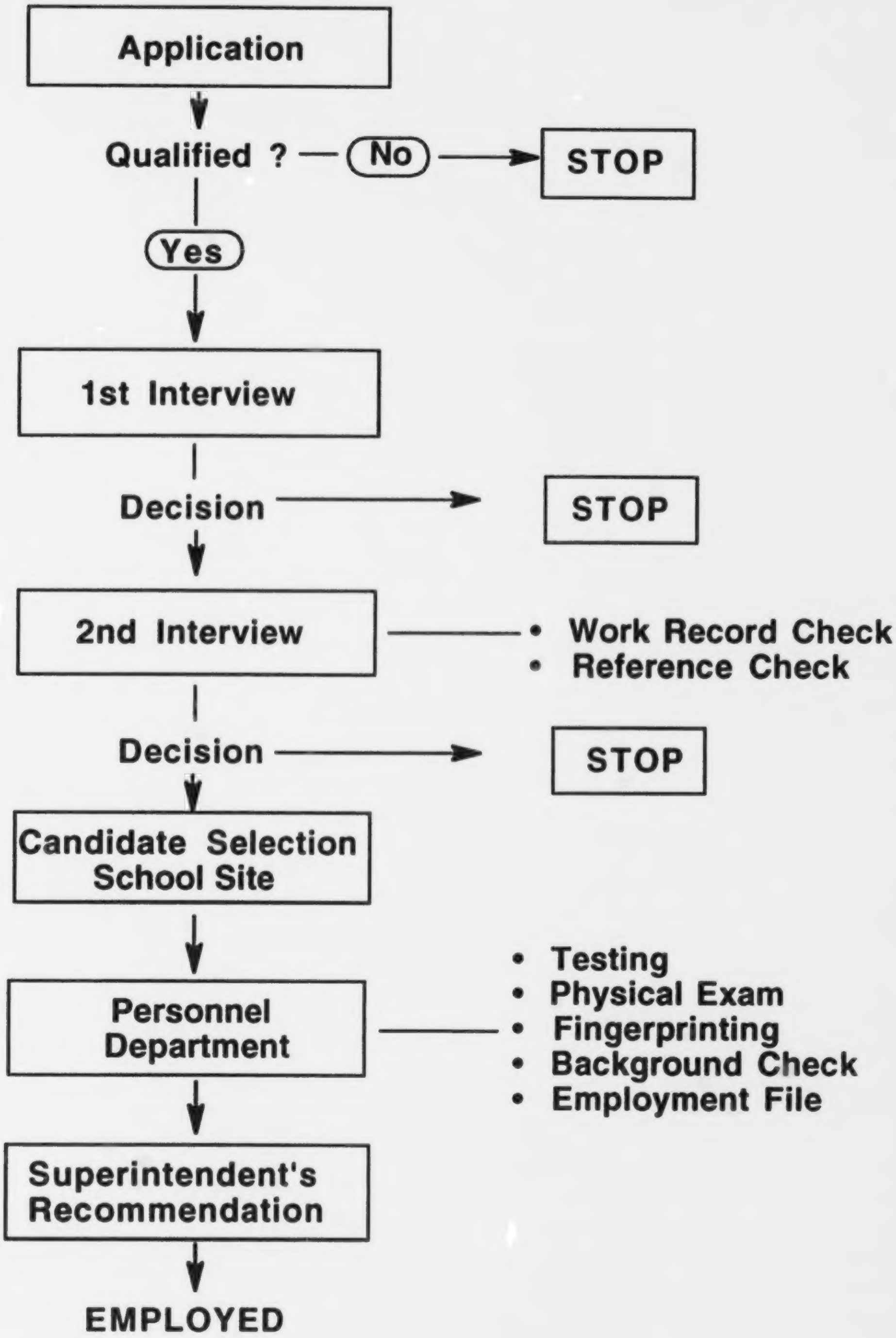
Rebore, Ronald W. Personnel Administration in Education: A Management Approach. Needham Heights, MA: Allyn and Bacon, 1991. pp 24-72.

Daynes, Kristine S. "Disabilities Act in Action." Personnel, October 1990, pp. 11-12.

Rothwell, William J. "HRD and the Americans with Disabilities Act." Training and Development, August 1991, pp. 45-47.

Handout #6

The Working Manager
Steps in the Selection Process


Application
Qualified ?
No
STOP
Yes
1st Interview
Decision
STOP
2nd Interview
• Work Record Check
• Reference Check
Decision
STOP
Candidate Selection School Site
• Testing
• Physical Exam
• Fingerprinting
• Background Check
• Employment File
Personnel Department
Superintendent's Recommendation
EMPLOYED

Handout #7

Interviewing Guidelines

SUBJECT	ILLEGAL INQUIRIES	LEGAL INQUIRIES
Religion or Creed	Inquiries into a applicant's religious denomination, affiliation, church, parish, pastor, or religious holidays	An applicant may be advised of the normal hours and work required by the job to avoid possible conflict with religious or other personal convictions. Unless unusual hardship can be shown, "reasonable accommodation" must be made for the religious practices of an employee or prospective employee.
National Origin Ancestry	Inquiries into an applicant's race, lineage ancestry, national origin, descent, parentage, or nationality or the nationality of an applicant's parents or spouse. Also illegal are questions about birthplace and native language.	An applicant may be asked what languages they can read, write or speak, if another language is necessary to perform the job.
Sex	Inquiries as to sex. Do you wish to be addressed as Mr., Ms., Miss, Mrs? Sex is not a BFOQ because a job requires heavy lifting.	Inquiries or restriction of employment is permissible only where a bona fide occupational qualification exists- this must be proven by the employer and must show that all members of the affected class are incapable of doing the job. RARE
Marital Status	Inquiries such as: Are you married?, Single?, Divorced?, or Separated? are illegal. As are questions like: spouse's name or other information, where does your spouse work, and what are the ages of your children, if any?, childcare problems? unwed motherhood, spouse's preferences to jobs, and inquiries concerning pregnancy.	Whether the candidate can meet the work schedule of the job.
Birth Control	Inquiries as to the capacity to reproduce, advocacy of any form of birth control or family planning are illegal.	
Age	Inquiries as to exact age or date of birth are unlawful, or request for a birth certificate during the interview, as well as inquiries as to the date of graduation from high school or college to determine age.	Whether candidate meets the minimum age requirements (18) or is under 70 years of age. Requirement that an applicant provide proof of age (birth certificate) is legal after the applicant has been hired.
Disability	Inquiries such as: Do you have a disability? Have you ever been treated for any of the following diseases...? Do you have AIDS or an AIDS related complex? Questions about the nature or severity of a disability.	An interviewer may ask: Do you have any impairments, physical, mental or medical which would interfere with your ability to perform the job for which you have applied? Under the Rehabilitation Act of 1973, an employer may "invite" an applicant to indicate how and to what extent they are disabled. The employer must indicate to the applicant that: 1) compliance is voluntary,

SUBJECT	ILLEGAL INQUIRIES	LEGAL INQUIRIES
		2) the information is being sought only to remedy discrimination or provide opportunity for the disabled individual, 3) the information will be kept confidential, and 4) refusal to provide the information is will not result in adverse treatment.
Arrest Record	Inquiries such as: Have you ever been arrested? are illegal.	An employer may ask: Have you ever been convicted of a crime? Give Details.
Name	Inquiries into the original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married woman. If you have ever worked under another name - state name and date.	Have you ever worked for this company under a different name? Is any additional information relative to change of name, use of an assumed name or nickname necessary to check on you work record? If yes, explain.
Address or Duration of Residence	Specific inquiry into foreign addresses which would indicate national origin. Names and relationships of persons with whom the applicant resides. Whether an applicant owns or rents a home.	It is lawful for an employer to ask an applicant's address, as well as, the place and length of current and previous addresses. An employer may ask what city or state the applicant is a resident of.
Birthplace	Inquiries into the birthplace of the applicant, the birthplace of the applicant's spouse, parents, or other relatives is illegal - as is a requirement to supply a birth certificate before employment.	It is lawful to ask: Can you, after employment, submit a Birth Certificate of other proof of U.S. Citizenship?
Birthdate	Requirements that an applicant submit a birth certificate, naturalization or baptism record. Requirement that an applicant produce proof of age in the form of a birth certificate or baptismal record.	
Photograph	Requirement that an applicant affix a photograph to their application. Request that an applicant, at their option, submit a photograph. Requirement of a photo after interview, but before hiring.	May be required AFTER hiring for identification.
Military Record	Type of Discharge. Inquiries into general military experience.	Type of education or experience in the service of the Armed Forces of the U.S. or State Militia as it relates to a particular job.
Citizenship	Of what country are you a citizen. Are you a native born or naturalized citizen? When did you acquire citizenship? Requiring an applicant to produce their naturalization papers. Inquiries as to the naturalization or citizenship of parents or spouses.	An employer may ask: Are you a citizen of the United States? If not, do you plan to become a citizen of the U.S. If not a U.S. citizen have you the legal right to remain permanently in the U.S. Do you plan to remain permanently? Also a requirement that the applicant state whether they have been interned or arrested as an enemy alien.

SUBJECT	ILLEGAL INQUIRIES	LEGAL INQUIRIES
Language	What is your native language? Inquiries into how an applicant acquired the ability to read, write or speak a foreign language.	Inquiries into what languages an applicant speaks or writes fluently. (job related)
Education	Inquiries as to religious affiliation of school dates of graduation, and inquiries into how foreign language skills were obtained.	Inquiries into an applicant's academic, vocational or professional education and the public and private schools attended.
Experience		Inquiries into work experience.
Relatives	Names, addresses, ages, number or other information concerning an applicant's spouse, children or other relatives not employed by the company.	Name of applicant's relatives, other than spouse already employed by the company.
Organizations	Inquiries which direct an applicant to list all the clubs, organizations, societies, lodges and fraternal organizations to which they belong.	Inquiry into applicant's membership in organizations which the applicant considers relevant to their ability to perform the job.
Credit Rating	Any questions concerning credit rating, charge accounts, etc. Ownership of automobile.	
Notice in case of Emergency	Name and address of relatives to be notified in case of an emergency.	Inquiries into the name and address of persons to be notified in case of an accident or emergency may be AFTER the selection of the candidate is made.
Miscellaneous		Notice to applicants that any misstatements or omissions of material facts in the application may be cause for dismissal.

SOURCES:

Catt, Stephen E. and Donald S. Miller. Supervision: Working with People. 2nd ed. Boston, MA: Richard D. Irwin, Inc.,1991. pp 351-353.

Rue, Leslie W. and Lloyd L. Byars, Supervision: Key Link to Productivity. Boston, MA: Richard D. Irwin Inc., 1990. pp 163-164.

Cohen, Clifford. "A Guide for Pre-Employment Interviewing." Kansas Division of Personnel Services (originally published in December 1976 newsletter of the American Association for Affirmative Action and revised in March 1980).

Taylor, Rose. Handout - "Legal and Illegal Pre-Employment Questions." Educational Leadership 510. Nova University, January 1992.

Handout #8

The Working Manager
Techniques for Interviewing

APPLICATION PROCESS

- Assess Communications Skills - Written
- Assess Educational Background
- Assess Experience
- Assess Application Completeness

PRE-INTERVIEW

- Knowledge of Personnel Data
- Room Arrangement
- Name/Position - Introduction
- General Conversation - Be Careful
- Warm-up Questions

FIRST INTERVIEW

- Eliminate Unsuitable/Unqualified candidates
- Avoid Illegal Questions - BFOQ (Bona Fide Occupational Questions)
  RULE OF THUMB: Is this question necessary to the job? Don't make careless statements: we need a man for this job or we were hoping to hire a minority.
- Explain Job and Requirements
- Answer Applicants Questions

SECOND INTERVIEW

- Narrow Candidate Pool
- Questions Clarify Information
- Reference Checks - Previous Employers
  Personal References provide little useful information about a candidate. "Would you reemploy this person?"
- Question Breaks in Employment History - often an employee will not list an employer with whom they have had an unfavorable work experience.

SELECTION

- Worksite selects a candidate

REFERENCE/BACKGROUND INQUIRIES

- Fingerprinting and Criminal Record Checks are conducted by Personnel
- Employment file requirements
- TB Test

- Physical Examination

NOTIFICATION OF APPLICANTS

- Applicants should be notified in writing that the position is being filled.
- Thank each applicant for applying - remember even at this stage you may still need to find an employee from this group. Don't burn bridges!

SUPERINTENDENT'S RECOMMENDATION

- Only the superintendent may recommend an applicant for employment.
- All employees are subject to board approval - an the recommendation can be refused for cause.

Handout #9

The Working Manager Suggestions for Interviews

- Introduce yourself to the applicant.
- Make the applicant as comfortable as possible.
- If you plan to take notes during the interview, inform the candidate upfront and explain why notes will be taken. (Notes should be taken.)
- If you have access to applications, avoid asking questions which are already answered on the application - unless you need clarification.
- Be a listener not a speaker.
- Do not argue with the applicant.
- Do not give your personal views.
- Ask only BFOQ! - Ask only Bonafide Occupational Questions.
- Do not allow an applicant's personal appearance to be the deciding factor in the process.
- Keep interruptions to a minimum.
- Be honest about job expectations and responsibilities.
- Do not make a promise of a job.
- Determine standard key interview questions to ask all applicants.
- Allow applicants to ask questions about the job.
- Advise the applicant of the timeframes with which the interviewer is working.
- Evaluate the applicant immediately after the interview.
- After all the candidate have been interviewed, make a comparison of the applicants and their respective qualifications.
- Avoid using stereotypes as they imply preconceived notions.
- Interview appointments should be the same length for all employees.

Handout #10

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individuals employment; or, submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

- Equal Employment Opportunity Commission

Handout #11

NOTES FROM THE INTERIOR

BY ROGER ROSENBLATT

Sexual Bigotry

The reason people are having so much trouble identifying sexual harassment these days is that the offense has less to do with sex than gender. Ever since Professor Anita Hill accused Supreme Court nominee Judge Clarence Thomas of lewd and overbearing conduct toward her, the country has been trying to determine the difference between innocent fun and genuine pain.

But the pain felt by a woman who suffers indignities from men in a place of work rarely has anything to do with the men's sexual desires. The pain is experienced because women are made to feel inferior—inferior intellectualy, emotionally, professionally—in a situation where they have every right o feel equal. They are not so much sex objects as targets of bigotry.

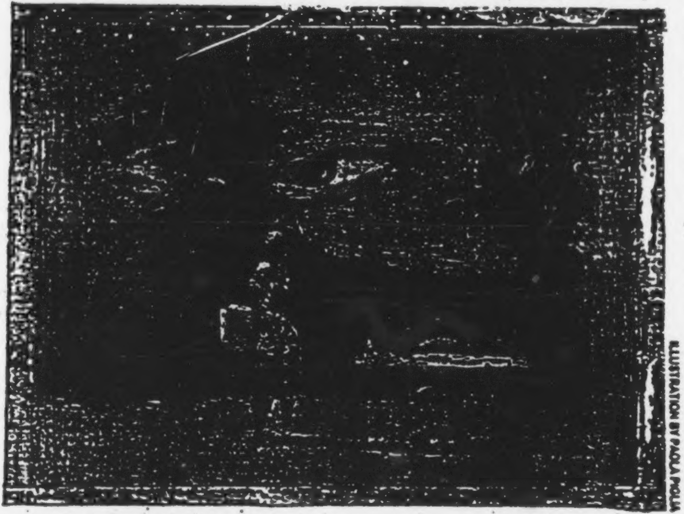


ILLUSTRATION BY PAOLA PIGLIA

Now, bigotry between sexes, unike bigotry between races, is fraught with a lot of biological tension that can make it seem something other than it s. And sex often does involve the deliberate [illegible]ion of leverage or power.

But when some guy calls a female colleague "honey" and does nothing else suggestive, I think it's a stretch to assume that "honey" is a sign of his wanting to roll in the hay. When the word is dropped into, say, a professional disagreement, or a competition of views, however, it has the edge of an attack.

"That's all well and good, honey, but if you had as much experience with these things as I . . ."

In that sort of case, which is far more common than a man's making a pass, the term of endearment is actually a term of derision, of purposeful belittling. Not very subtly, the male in the office wants to tell the female: "O.K. You've got a big, responsible job now. But this is still a man's world, *honey,* and I'm going to try and make you feel as uncomfortable in it as I possibly can."

The movie *Tootsie* brought out this kind of sexual bigotry as well as anything. Dustin Hoffman, passing as a woman, and playing an actress in a soap opera, chews out "her" director, played by Dabney Coleman (America's favorite male chauvinist pig), when Coleman uses the supposedly affectionate nickname of Tootsie. Coleman isn't interested in squeezing Tootsie's body but in squeezing her mind. He wants to make her feel she does not belong, or that she exists at his sufferance.

That, I think, is the real and brutal motive behind most sexual harassment—to keep a woman in her "place" whenever she emerges into a 'man' [illegible]ce."

These recent years have been kind of hard on the old boys' network. (I know, I'm an old boy myself.) In the 1990s men are finally beginning to realize that the women's movement has moved; it has happened. With the economy requiring two wage earners in a family, and the general enlightenment that follows a right idea, nothing is going to make it *un*-happen.

Some men take the news well, some grudgingly, some angrily. Some take it angrily who only appear to take it well.

These are the ones you often find leering like Red Riding Hood's wolf over the watercooler or reaching out to make a pinch. They don't want sex, they want dominance. They want to set back the office clock to when those desks and nameplates were all theirs.

We have seen this type of bigotry before, of course, but it was in the South before the 1960s, at swimming pools and lunch counters, when American blacks were told they were not Americans.

And we saw it at the start of the century, when American Irish, Slavs, Jews, Italians and others were told they were not Americans either: "Irish need not apply." American Hispanics are told the same thing today, as are American Asians and American Indians, and American homosexuals and the American handicapped.

With civil rights laws in place, bigots have nowhere to turn except toward lesser forms of tyranny. The matter often lies in intention. Most male bigots intend to bring women down, all right—not in the bed, in the whole society. They hope to injure a woman's self-esteem by bringing her low. It is one sure way such men can think better of themselves.

Like conventional bigots, too, they will treat the targets of their bigotry as inferior because of fear. Usually men who behave badly toward women coworkers are afraid of them, afraid that women will show them up as less capable or that the women will band together in a sorority as clannish and exclusionary as men's clubs. You wouldn't want *that*.

Many observers feel that the gray area in the harassment issue lies where a woman misinterprets a man's intentions. I think that is so. Many men, myself sorrowfully included, are bumblers when it comes to knowing what's cute and what's rude or worse.

But I also think that the misinterpretation of intentions is far more likely when it comes to sexual desires than when it comes to bigotry.

No law can prove it, but the heart knows when it is being assaulted as something less, not worthy, not human. The man who does anything—anything at all—to intentionally make a woman feel not human is no different from the coward Klansman hiding his hatred under a sheet. He's not making love, he's making war. ▭

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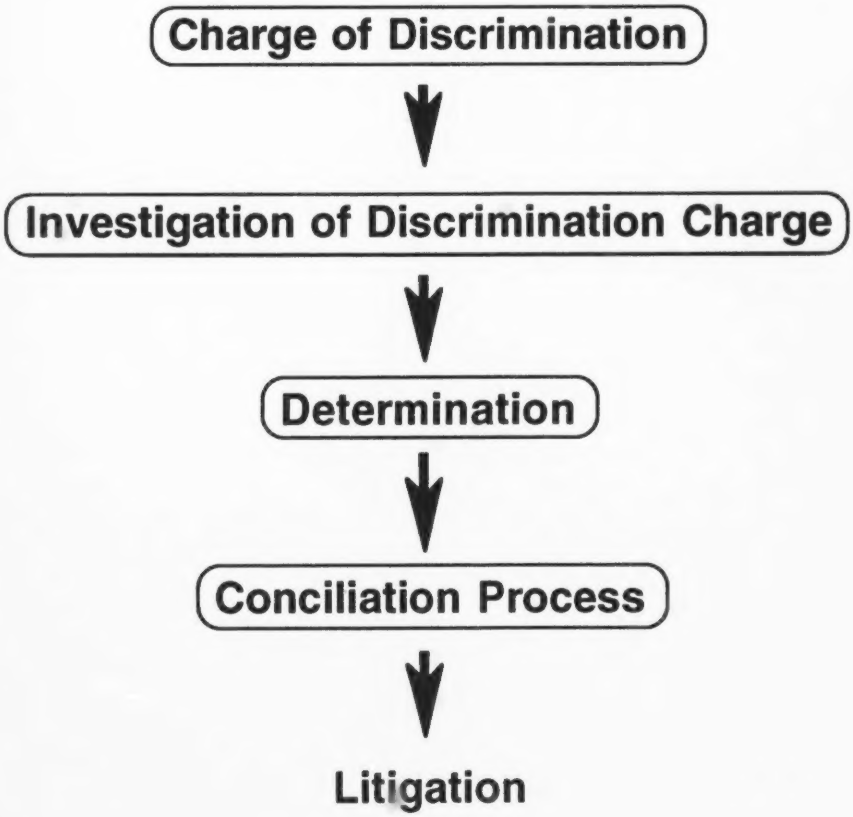
TAKEN FROM: LIFE MAGAZINE, 1991

Men who behave badly toward women coworkers are afraid of them

Handout #12

Equal Employment Opportunity Commission Administrative Process


Charge of Discrimination
Investigation of Discrimination Charge
Determination
Conciliation Process
Litigation

Handout #13

JOB ANALYSIS TECHNIQUES

Observation - The person conducting the job analysis actually observes workers on the job to determine what tasks are performed.

Diary Method - This method utilizes an employee kept diary which journals the tasks and responsibilities on a daily basis for a specified period of time.

Individual Interviews - Individual employees are interviewed the results of the interviews are analysized and the job description is written from the tasks and responsibilities identified in the interviews.

Group Interviews - This technique is similar to individual interview process except that employees are interviewed as a group.

Job Questionnaire - This technique utilizes a pre-established list of tasks and responsibilities that is distributed to employees who then check-off or rate the tasks and responsibilties inherent in their job.

Supervisor Analysis - This technique involves the utilization of input from supervisors whose responsibility is to supervise employees that perform the same tasks and functions as the job being studied.

Consulting - This technique requires the use of outside experts or professionals who describe job activities that should be performed by a class or type of employee.

Adapted From:

Rebore, Ronald W. Personnel Administration in Education: A Management Approach 3rd. edition. Needham Heights, MA: Allyn and Bacon, 1991. pp. 100-101.

Handouts #14/15

POSITION TITLE CUSTODIAN

RESPONSIBLE TO: Principal

FUNCTION: This position performs a variety of custodial tasks directly related to the proper care of the school plant.

EXAMPLES OF RESPONSIBILITIES INCLUDE:

To keep janitorial supplies neat and orderly

To keep shrubbery trimmed and properly fertilized, watered and cared for and to mow grass regularly

To keep all windows clean, including kitchen and dining room

To keep restrooms clean, properly disinfected, and free from objectionable odors

To keep drinking fountains clean and sanitary

To report immediately any damage to equipment or buildings and report persons responsible for damage, if known

To report any safety hazards immediately

To see that all doors and windows are locked before leaving

To see that buildings are properly heated or air conditioned

To keep classrooms clean and neat and to keep grounds free of paper and trash

To clean dining room floors daily and wax as needed

To clean fans, hoods, and any equipment that requires use of ladders

To lift heavy supplies

To actively participate in all custodial training courses leading to Certified Custodian Certification as they are offered

To perform other duties as assigned by Supervisor

REQUIRED QUALIFICATIONS:

High school diploma or equivalent
Ability to understand and follow written and oral instructions and to work well with others
Ability to work long hours on his/her feet

DESIRED QUALIFICATIONS:

Clean and neat appearance
Positive attitude toward work, teachers and children
Supportive of educational system

Targeted Job Dimensions

LISTENING SKILLS - **Use of information extracted from oral communication.**

- Give me some examples from your past job(s) when you had to depend upon verbal information to get the job done. Did you have any problems.
- We have all experienced a time when we misinterpreted something someone told us, like a due date, complicated instructions, etc. Give me some examples of when this happened to you and why you think it happened.

ORAL COMMUNICATIONS - **Effective expression in individual or group situations (includes gestures and nonverbal communication)**

- What are some examples of the worst communication problems that you have experienced?
- Give me some examples of when you have told someone to do something and they did it wrong. Why was it done wrong?

JOB MOTIVATION - **The extent to which activities and responsibilities available in the job overlap with activities and responsibilities that result in personal satisfaction.**

- Give me some job-related examples in the last year that were satisfying? Dissatisfying?
- What gave you the greatest feeling of achievement in you last job? Why?
- Give me an example of when you worked the hardest and felt the greatest sense of achievement.
- What are some recent job responsibilities you have taken on? Why did you assume these responsibilities?

WORK STANDARDS - **Setting high goals or standards of performance for self, subordinates, others and organization. Dissatisfaction with average performance.**

- Tell me about some times when you were not very pleased with your job performance. What did you do about it?
- How have you differed from your supervisor in the evaluation of your performance?
- Describe some times when your supervisor, either formally of informally, talked with you about your performance.
- Compare and contrast the times when you did work that was above the standard and times when your work was below the standard.

INITIATIVE - **Active attempts to influence events to achieve goals; self-starting rather than passively accepting. Taking action to achieve goals beyond what is necessarily called for; originating action.**

- Have you found any ways to make your job easier or more rewarding?

- Can you think of some projects or ideas (not necessarily your own) that were implemented or carried out successfully primarily because of your efforts?
- What changes have you tried to implement in your area responsibility? What have you done to get them underway?
- Give me some examples of your having done more than required at your job at _____________?

ENERGY - Maintaining a high activity level.

- How do you catch up on an accumulated backlog of work after a vacation or conference?
- When do you do your best work? Your worst?
- Describe the last time you felt thoroughly exhausted.
- What are good reasons to postpone things? Give examples.
- Describe a situation in your work at _______ when you felt most tired. What caused this?
- In your work at _________, describe the amount of physical effort you put out and what you have/had to do in a typical day.

ATTENTION TO DETAIL - Total task accomplishment through concern for all areas involved, no matter how small.

- We have all had occasions when we were working on something that just "slipped through the cracks." Can you give me some examples of when this happened to you? What was the cause? What was the result?
- Can you give me some examples of times when you found errors in your work? Causes? How handled?
- We have all had times when we just couldn't get everything done on time. When and why has this happened to you.

INTEGRITY - Maintaining social, ethical, and organizational norms in job-related activities.

- Everyone has to bend or break the rules some time. Can you give me an examples of when you have had to do this?
- In order to make it in the world, people have to bend a little bit. What is the farthest you have had to bend your standards in order to succeed?

CONTROLLED BEHAVIOR - Skill in maintaining composure and objectivity when confronted with personally defense provoking situations.

- When did you last lose your temper? Describe the reasons. What was the outcome?
- What was your reaction the last time a person (customer, subordinate, boss) lost his/her temper or became irritated.
- Give me some examples of when one of your ideas was strongly opposed in a discussion. How did you react?

- Tell me about some situations in which you became frustrated or impatient when dealing with (subordinates, boss, co-workers). What did you do?
- Describe the times in the last year you have been most upset with someone else.

SENSITIVITY - Actions that indicate a consideration for the feelings and needs of others.

- Tell me about some of the people who waste your time with a lot of unnecessary problems.
- From time to time all of us are confronted by someone who wastes our time at work. Tell me about some situations like that. What did you do?
- Describe some situations where you wished you'd acted differently with someone at work/school. What did you do? What happened?

PERSISTENCE - Staying with a position of action until a desired objective is achieved or is no longer reasonably attainable.

- What are some big obstacles you had to overcome to get where you are today? How did you overcome them?
- Describe an experience in which you were too persistent. What happened? How could you have improved the outcome?
- Have you ever submitted good ideas to your superior and he or she did not take action on them? What did you do?
- Describe some situations in which you gave your all, but failed.

ADAPTABILITY - Maintaining effectiveness in varying environments, tasks, responsibilities, or groups.

- Tell me about some situations in which you have had to adjust quickly to changes in organizational priorities. What was the impact of the changes on you?
- Which bosses have you worked most effectively for, and why?
- Which bosses have been the hardest to work for? Why was that?

DECISIVENESS - Readiness to make decisions, render judgements, take action, or commit oneself.

- What were the most difficult decision you have made in the last six months? What made them difficult.
- Describe some recent work-related problems and the actions you took to solve them.
- When (if ever) have you delayed decisions to give you more time to think? What was the longest that you delayed?
- What kinds of decisions do you tend to make rapidly, and which ones do you take more time on? Give some examples.
- Give examples of situations in which you made up your mind too rapidly. Explain.

RECOGNITION OF SAFETY/HEALTH/SANITATION - **Awareness of conditions that may cause health, safety or sanitation hazards.**

- What health, safety and sanitation rules were in effect when you worked for ________________ ? Were they all necessary? Why? Why not?
- Describe a time when your supervisor, either formally or informally, talked to you about a health/safety/sanitation problem.
- Describe a time when you had to talk to a subordinate, or co-worker, either formally or informally, about a health/safety/sanitation problem.
- Give me an example of when it was necessary for you to short-cut some health/safety/sanitation regulation or procedure to get the job done.

Handout #16

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA
Interview Worksheet

Position ____

Applicant's Name ____

Interviewer's Name ______________________________ Title ________________

Interview Date ________________________ Time ________________________

PREPARATION:

☐ Reviewed Application/Resume

☐ Paper Ready - District Office

☐ Certification ___ In-hand ___ Applied ______Date (INSTRUCTIONAL/ADMINISTRATIVE)

☐ Appropriate Skills Tests Passed (NON-INSTRUCTIONAL)

EDUCATIONAL BACKGROUND:

Highest Degree Earned (Circle One): HS Assoc. Bach. Masters Spec. Doct.

Post Secondary Institution(s) ____

Degree Major ____

Minor ____

INTERVIEW PROCEDURES:

- Greet Applicant - Give name and position
- Explain Interview Process - Inform Applicant that Interviewer will be making notes.
  1. Education
  2. Previous Job/Experience
  3. Questions relating to specific experiences
  4. Description of Position/Organization
  5. Questions from Applicant

Background Review

WORK EXPERIENCE

Job/Experience ____

1. How did you get your job at ____?

2. What were/are your major responsibilities/duties? Any change of responsibilities?

3. What tools/equipment/machinery did/do you operate?

4. Any supervisory/managerial responsibilities? How many persons were you responsible for?

5. What did you like best about this position?

6. What did you like least about this position?

7. Why did/are you leave/leaving this position?

Interview Questions
Targeted Dimensions

JOB MOTIVATION - The extent to which activities and responsibilities available in the job overlap with activities and responsibilities that result in personal satisfaction.

- Give me some job-related examples in the last year that were satisfying? Dissatisfying?

- What gave you the greatest feeling of achievement in you last job? Explain?

Dimension Rating ______

WORK STANDARDS - Setting high goals or standards of performance for self, subordinates, others and organization. Dissatisfaction with average performance.

- How have you differed from your supervisor in the evaluation of your performance?

- Describe a situation when you felt your work was above the standard. How about a time when it was below.

Dimension Rating ______

INITIATIVE - Active attempts to influence events to achieve goals; self-starting rather than passively accepting. Taking action to achieve goals beyond what is necessarily called for; originating action.

- Can you think of some projects or ideas (not necessarily your own) that were implemented or carried out successfully primarily because of your efforts?

- What changes have you tried to implement in your area responsibility? What have you done to get them underway?

Dimension Rating ______

Interview Questions
Targeted Dimensions

INTEGRITY - Maintaining social, ethical, and organizational norms in job-related activities.

- Describe a situation in which you have taken a short cut to get the job done.

- Give me an example of when it was necessary for you to short-cut some health/safety or sanitation regulations or procedures to get the job done.

Dimension Rating ______

ADAPTABILITY - Maintaining effectiveness in varying environments, tasks, responsibilities, or groups.

- Tell me about a situation in which you have had to adjust quickly to changes in organizational priorities. What was the impact of the changes on you?

- Which bosses have been the hardest to work for? Why was that?

Dimension Rating ______

DECISIVENESS - Readiness to make decisions, render judgements, take action, or commit oneself.

- Describe some recent work-related problems and the actions you took to solve them.

- Give an example of situations in which you made up your mind too rapidly. Explain.

Dimension Rating ______

RECOGNITION OF SAFETY/HEALTH/SANITATION - Awareness of conditions that may cause health, safety or sanitation hazards.

- What health, safety and sanitation rules were in effect when you worked for__________________ ? Were they all necessary? Why? Why not?

- Describe a time when your supervisor, either formally or informally, talked to you about a health/ safety/ sanitation problem.

Dimension Rating ______

LISTENING SKILLS - Use of information extracted from oral communication.

ORAL COMMUNICATIONS - Effective expression in individual or group situations (includes gestures and nonverbal communication)

Interview Close

BUY-TIME QUESTION

Take a few minutes to think about this before you answer. What additional strengths do you have which we have not yet talked about?

- PROVIDE INFORMATION ON ORGANIZATION/ POSITION

- PROVIDE THE OPPORTUNITY FOR APPLICANT TO ASK ANY QUESTIONS THEY MAY HAVE CONCERNING THE ORGANIZATION (SCHOOL/DISTRICT) AND THE POSITION

- THAT THEM FOR COMING IN AND EXPLAIN HIRING PROCESS

OVERALL RATING: ______________________________

SCALE

5 - Much More Than Acceptable
4 - More Than Acceptable
3 - Acceptable
2 - Less Than Acceptable
1 - Much Less Than Acceptable
0 - No Opportunity to Observe
W - Weak Data
3/2 - Split Rating - Inconsistent
H - Too High
(+or-) - Slightly Above or Below Numerical Rating

Overhead Transparency Masters

The Working Manager Personnel Selection Workshop
OBJECTIVES

As a result of this workshop, participants will be able to:

1. Understand the steps of the scientific problem-solving model and be able to demonstrate the use of the Gordon Brainstorming technique.
2. Identify the steps of a pre-employment interview.
3. Identify legal and illegal interview questions.
4. Demonstrate basic targeted selection interviewing techniques.
5. Identify the basic guidelines of Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act.
6. Identify the basics of the employee induction (orientation) process.

Scientific Problem-Solving Method

1. Identification of Problem
2. Analysis of Problem
3. Brainstorm Possible Solution Strategies
4. Action Plan (Solution Strategy Implementation)
5. Evaluation

Brainstorming Scenario

As head custodian, you must decide how to handle this situation. An employee of yours has just been told by the doctor that he will be out six (6) weeks. Your principal has said that funds are not available for a substitute for all six weeks, but you may have a substitute for five (5) days. As chairperson of your group you might begin the brainstorming by suggesting how many way you could cut back services without effecting the school as a whole, or perhaps you might ask how you could rotate duties to improve efficiency

Sexual Harassment

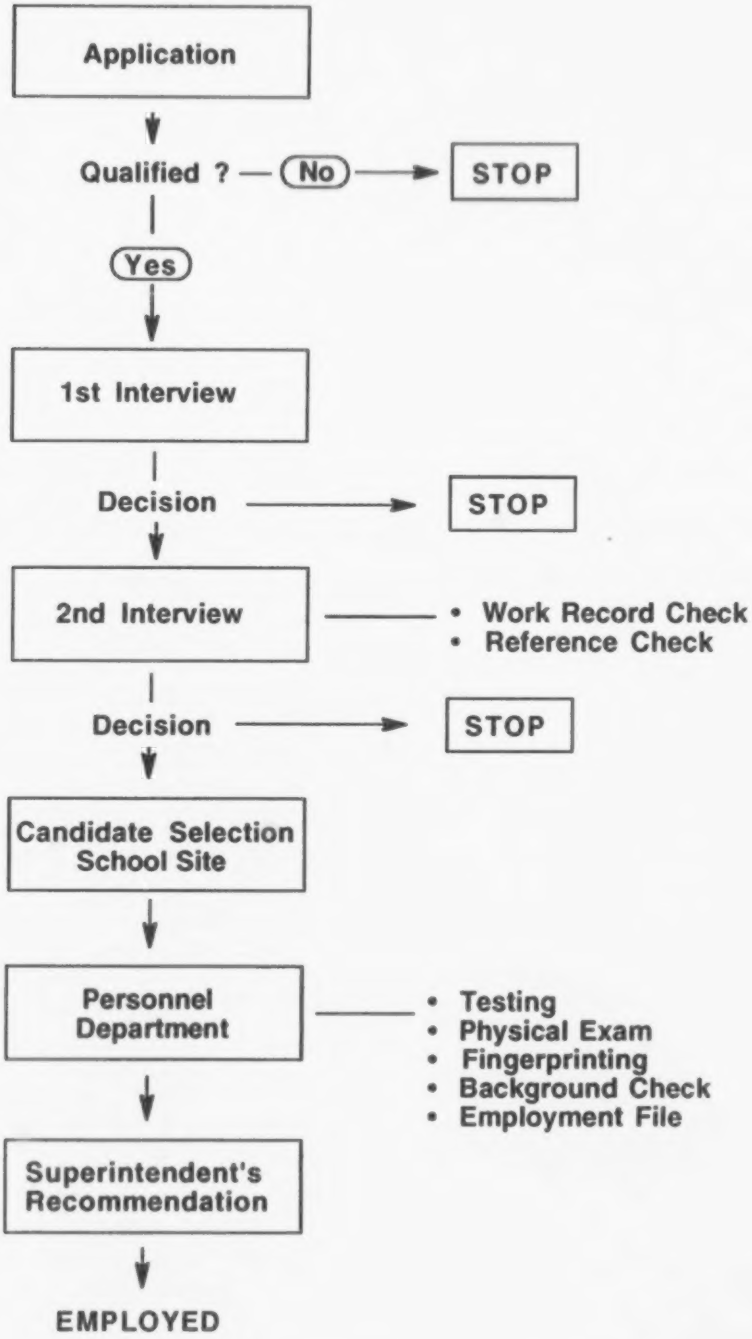
Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individuals employment; or, submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

- Equal Employment Opportunity Commission

Personnel Selection - is the process of gathering information for evaluating and deciding who should be hired, under legal guidelines, for the short- and long-term interests of the individual and the organization.

Schuler, Randall S., Nicholas J. Beutell and Stuart A. Youngblood. Effective Personnel Management. St. Paul, MN: West Publishing Co., 3rd edition. 1989. pg. 137.

The Working Manager
Steps in the Selection Process


Application
Qualified ?
No
STOP
Yes
1st Interview
Decision
STOP
2nd Interview
• Work Record Check
• Reference Check
Decision
STOP
Candidate Selection School Site
Personnel Department
• Testing
• Physical Exam
• Fingerprinting
• Background Check
• Employment File
Superintendent's Recommendation
EMPLOYED

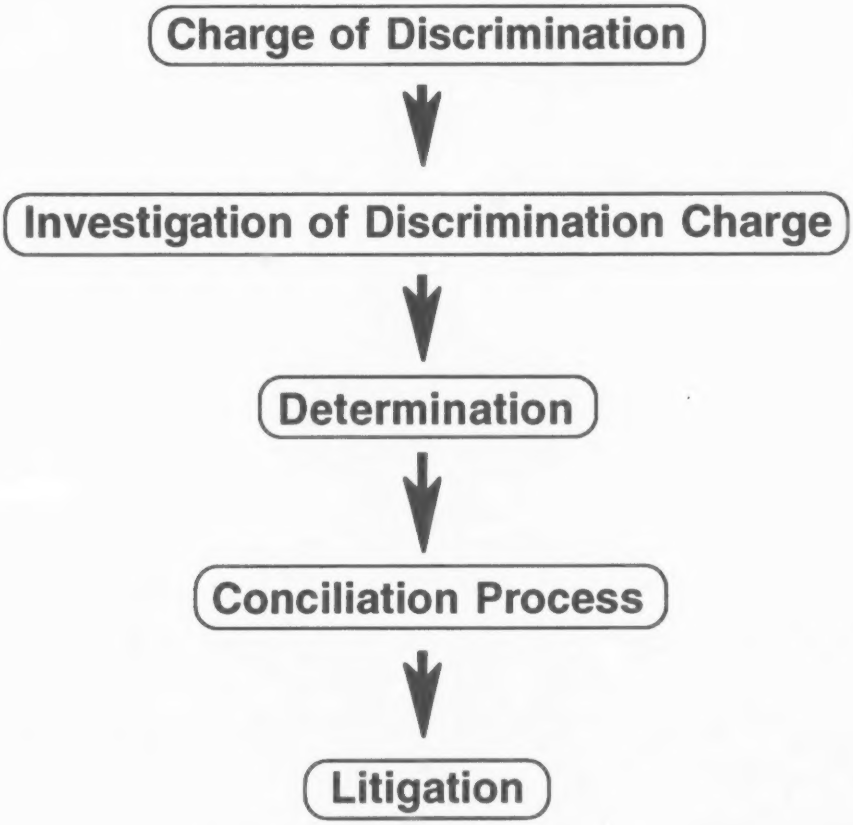
STATE AND FEDERAL STATUTES RELATIVE TO EMPLOYMENT

1. Title VII of the Civil Rights Act of 1964
2. Title IX of the Civil Rights Act of 1964
3. The Florida Human Rights Act of 1977
4. Executive Order 11246 - Affirmative Action
5. The Civil Rights Act
6. Age Discrimination In Employment Act of 1967 (Revised 1979)
7. 38 U.S.C. 4212 Vietnam Veterans Readjustment Assistance Act of 1974
8. The Pregnancy Discrimination Act of 1978
9. The Immigration Reform and Control Act of 1986
10. Sexual Harassment
11. Section 504 of the Rehabilitation Act of 1973
12. American with Disabilities Act of 1990
13. Discrimination Based Upon Sickle Cell
14. The Bankruptcy Code
15. The National Labor Relations Act

Interview Scenario

Scenario: An opening has occurred in your facility for a position which you directly supervise. You have been asked to interview prospective candidates. Select an interviewer and candidate. Conduct the role play once for everyone. Break-out into small groups of 4 - one person act as interviewer others are candidates. During the interview, the other candidates should observe the interview and offer suggestions as to legal conduct. Discuss the activity. Was it uncomfortable? Why?

Equal Employment Opportunity Commission Administrative Process


Charge of Discrimination
Investigation of Discrimination Charge
Determination
Conciliation Process
Litigation

THE PURPOSES OF EMPLOYEE INDUCTION

1. To make the employee feel welcome and secure.
2. To help the employee become a member of the team.
3. To inspire the employee towards excellence in performance
4. To help the employee adjust to the work environment.
5. To provide information about the community, school system,school building, faculty and staff.
6. To acquaint the employee with other employees with whom he/she will be associated.
7. To facilitate the opening of school each year.

COMPONENTS OF THE TARGETED SELECTION PROCESS

1. Use past behavior to predict future behavior.
2. Identify the critical job requirements - dimensions
3. Organize selection elements into a comprehensive system
4. Apply effective interviewing skills and techniques
5. Involve several interviewers in organized "data exchange" discussions.